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ABSTRACT

This elementary text for teaching English as a second language is the second volume of the seven-volume Asian Project series for beginning and intermediate English. Volume 2 consists of lessons 21-40, which have the same components as lessons 1-20 of volume 1. Optional activities for additional practice and pronunciation drills are included for each lesson. (PP)

ED 095704

FL006164

ASIAN
PROJECT

Beginning English for Adults

Volume Two

ED 095704

"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"

BEGINNING ENGLISH FOR ADULTS

VOLUME II.

Office of Education Grant No. OEG-71-4409

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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-73

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Los Angeles Unified School District

BEGINNING ENGLISH FOR ADULTS

(In Four Volumes)

VOLUME I.	FOREWORD
	DESIGN OF LESSONS
	LESSONS 1 - 20
	Components of each lesson: Lesson Guide Student Leaflet Evaluation Lesson Guide Evaluation Student Leaflet Chinese Supplement
*VOLUME II.	LESSONS 21 - 40
VOLUME III.	DRILL PICTURES P1 - P283
VOLUME IV.	TRANSPARENCY MASTERS T1 - T159

VOLUME II

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LESSONS 21 - 40

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Student Leaflet
Evaluation Lesson Guide
Evaluation Student Leaflet
Chinese Supplement

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Section II: They Go to the Beach

Lesson 22. Section I: I Eat a Heavy Breakfast
Section II: What Time Does Flight 42 Leave?

Lesson 23. Section I: Does This Bus Go Downtown?
Section II: Where Do You Go on Weekends?

Lesson 24. Section I: I Want to Get a Letter
Section II: It's on Hill Street

Lesson 25. Section I: I Need to Get Some Medicine
Section II: Where Does She Get Off?

Lesson 26. Section I: What Did You Do Last Saturday?
Section II: I Watched a Movie on TV

Lesson 27. Section I: Can You Repair Trucks?
Section II: Where Did You Work in Your Country?

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Section II: When Did You Wash Your Car?

Lesson 31. Section I: How Was the Weather?
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Section II: At the Barber Shop

Lesson 33. Section I: I'm Going to Fix It Tomorrow
Section II: I Get Off Work at Midnight

Lesson 34. Section I: Weekend Specials at Lee's Market
Section II: Information, Please

Lesson 35. Section I: The Washing Machine Doesn't Work
Section II: Review

Lesson 36. Section I: I Want to Pay Cash
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Section II: A Change of Address Card

Lesson 38. Section I: Maria Lost Her Wallet!
Section II: Emergency Calls

Lesson 39. Section I: Your License, Please
Section II: I Have a Flat Tire

Lesson 40. Section I: I'm Looking for a Part-time Job
Section II: Review

Los Angeles Unified School District
Asian Project - ABE
AP-212153

LESSON TWENTY-ONE - LESSON GUIDE
SECTION I: He Works Six Days a Week
SECTION II: They Go to the Beach

LESSON TWENTY-ONE

OBJECTIVES

Listening Comprehension: Student will be able to identify some specific daily and weekend activities.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Converse about daily and weekend activities.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What does he do on his day off/weekends/Sundays?	He/She sleeps/cleans the house.
	Does he/Do they work six days a week/ on Saturdays?	They go to the movies.
Review:	Yes, he does/No, he doesn't.	
	Yes, they do/No, they don't.	

INSTRUCTIONAL AIDS

Drill pictures:

P168 - He sleeps
P169 - She cleans the house
P170 - Facial diagram: /s/ and /θ/
P171 - They go to the movies
P172 - They go to the beach
P173 - They visit friends

P174 - They go to a restaurant

Also: P10 - a gardener
P40 - She's sewing a dress
P74 - at the department store
P154 - He plays golf (putt it)

Transparencies: T76 - He sleeps, he plays golf, he cleans the yard, she cleans the house, she sews, she goes shopping
T77 - Dialogue (He sleeps on his day off)
T78 - Pronunciation: /s/ - /θ/ (symbol-thimble)
T79 - They go to the movies; they go to the beach; they visit friends; they go to a restaurant
T80 - Dialogue (What do you do on weekends?)

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Tagalog has borrowed the English "day off" and changed it to "off day."

2. Using the preposition "on" before days is difficult for the Chinese, Japanese and Korean students, because there is no equivalent structure in their languages.

English	He		works	six days		a week.			
Chinese	he	one week	work	six day.					
Japanese	(he+$^{\text{subject}}$ particle)					one week	during in/at	six day	work
Korean	(he+$^{\text{subject}}$ particle)					one week	in/at	six day	work
Tagalog	work	he		six day	in	one week.			
Spanish	He		works	six days		each week.			

3. Note the contrasting word order of the sentences in the chart above.

SECTION I: HE WORKS SIX DAYS A WEEK

SECTION I: HE WORKS SIX DAYS A WEEK

[NOTE: Students will not have their leaflets at this time.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

A. Draw calendar on board and explain the concept of "day off."

B. Hold up pictures P168-169 and P10, 40, 74 and 154 (or T76) and identify the various "day off" activities.

T: He works six days a week.

Sunday is his day off.

He sleeps.
(etc.)

Cl: Listens

OBJECTIVE

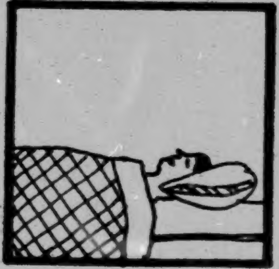
In this section you will learn to talk about activities on a day off.

LISTENING COMPREHENSION

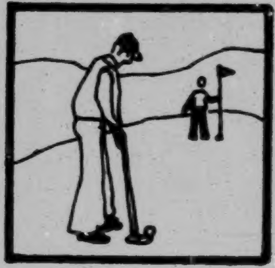
SUN	MON	TUES	WED	THUR	FRI	SAT
✕	●	●	●	●	●	●

He works six days a week.

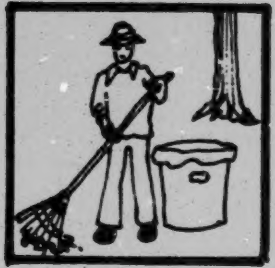
Sunday is his day off.



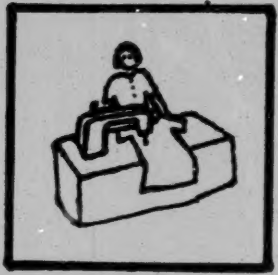
He sleeps.



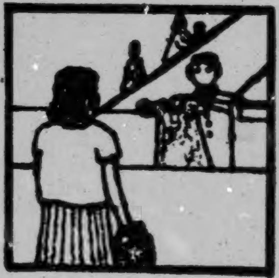
He plays golf.



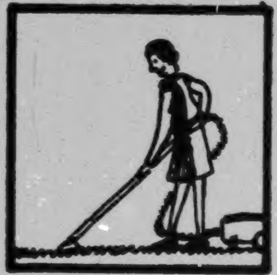
He cleans the yard.



She sews.



She goes shopping.



She cleans the house.

THE DIALOGUE

Presenting the Dialogue

A. Show P168 or T77 and set the scene.
set the scene.

1. T models - Cl listens

2. T models - Cl, Gr, St > repeats

3. T take roles: T - Cl
Gr - Gr
St - St

B. Write the dialogue on the board or show it on the overhead.

1. T models - Cl reads silently

2. T reads - Cl, Gr > repeats

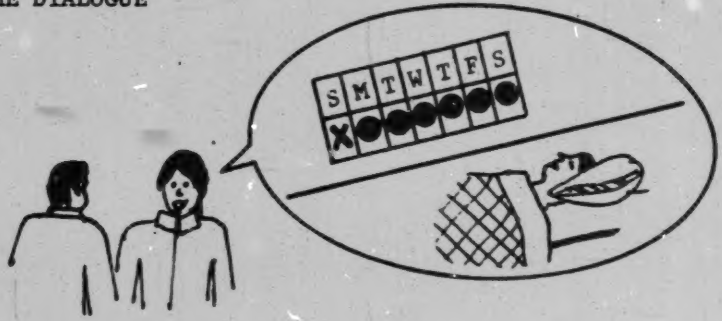
PRACTICE

"Does he work on Saturdays?"

A. Substitution Drill

T models and cues - Cl, Gr, St > responds

THE DIALOGUE



Bill Nelson: Does Ken work on Saturdays?

Tama Kono: Yes, he does. He works six days a week.

Bill: What does he do on his day off?

Tama: He sleeps.

PRACTICE

"Does he work on Saturdays?"

A. Substitution Drill

T:	S:
Does he work on Saturdays?	Does he work on Saturdays?
she	Does she work on Saturdays?
you	Do you work on Saturdays?
Sundays	Do you work on Sundays?
Mondays	Do you work on Mondays?

B. Question and Answer Drill

Draw chart(s) on board

Gr > asks - Gr > answers
St   St

"What does he do...?"

A. Substitution Drills

1. T: What does he do on Saturdays?
   Sundays
   etc.

2. T: What does he do on his day off?
   she
   you
   etc.

B. Question and Answer Drill

Teacher gives picture and verbal cues:

St asks - St answers

T: (Show yard cleaning picture.)
day off

B. Question and Answer Drill

SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	●

SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	●

1. S-1: Does he work on Sundays?
   S-2: No, he doesn't.

*

2. S-1: Does he work on Saturdays?
   S-2: Yes, he does.

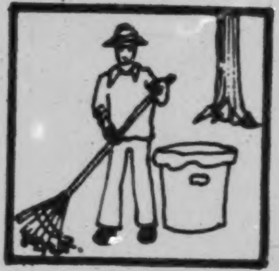
*

3. S-1: Do they work on Fridays?
   S-2: Yes, they do.

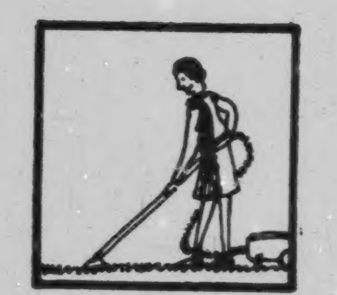
*

4. S-1: Do you work on Mondays?
   S-2: No, I don't.

"What does he do...?"



5. S-1: What does he do on his day off?
   S-2: He cleans the yard.

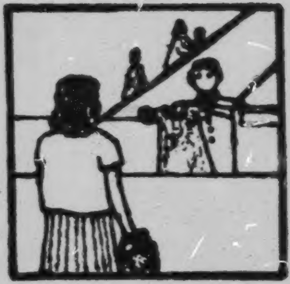


6. S-1: What does she do on her day off?
   S-2: She cleans the house.

OPTIONAL ACTIVITY
Have students ask each other about their own activities on days off and/or on specific days of the week.

S-1: What do you do on Sundays/on your day off?

S-2: I rest, etc.



7. S-1: What does she do on Saturdays?

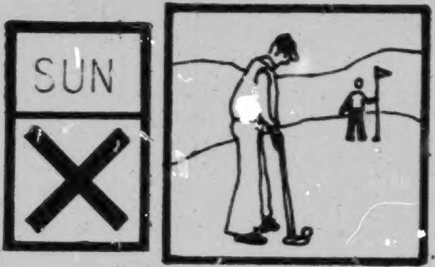
S-2: She goes shopping.

MINI-DIALOGUES

T cues with pictures and sets pattern:

$\left.\begin{matrix}T\\St\end{matrix}\right>$ asks - St answers

MINI-DIALOGUES

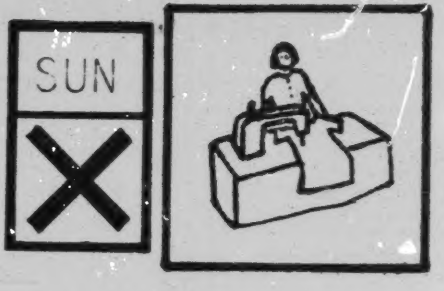


1. S-1: Does he work on Sundays?

S-2: No, he doesn't. That's his day off.

S-1: What does he do on Sundays?

S-2: He plays golf.



2. S-1: Does she work on Sundays?

S-2: No, she doesn't. That's her day off.

S-1: What does she do on Sundays?

S-2: She sews.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. 1. Follow the usual procedure for practicing reading.

2. Ask comprehension questions about the story.

WRITING

Have students write the questions and answers about the story.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

The Florist

Ken Kono is a florist. He works in his flower shop six days a week. He sleeps on Sundays.

Mrs. Kono helps her husband. She works five days a week. Sundays and Mondays are her days off. She sews on her days off.

WRITING

Write the questions and answers about the story.

1. Does Mr. Kono work six days a week?

____

2. ______________________________

He's a florist.

3. What's his day off?

____

4. What does Mrs. Kono do on Saturdays?

______________________ her husband.

5. ______________________ her days off?

SECTION II: THEY GO TO THE BEACH

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Give the students a brief explanation of what they will learn in this section.

PRONUNCIATION

1. Write the symbol ($) for "dollar" on the board, and explain the word "symbol" briefly.
2. Draw a thimble beside the symbol.
3. T models - Cl repeats
4. Have students point to the symbol or the thimble as you call out the words.
5. Have students say the proper word as you point to the items.
6. Using facial diagram P170 or T78 point out the relative positions of the tongue and teeth in producing these sounds.
7. T models exercise - Cl / Gr / St repeats

SECTION II: THEY GO TO THE BEACH

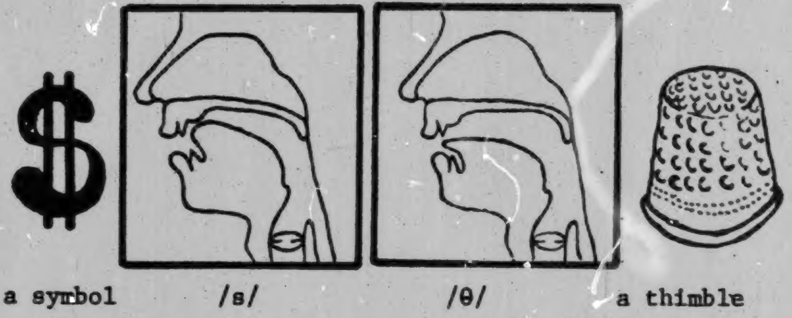
[NOTE: Put away your leaflet until time for Reading.]

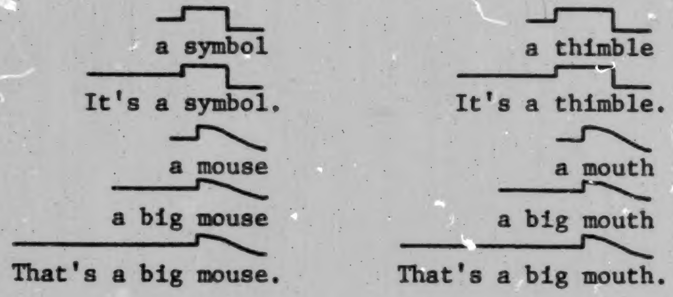
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss weekend activities.

PRONUNCIATION




a symbol

It's a symbol.

a mouse

a big mouse

That's a big mouse.

a thimble

It's a thimble.

a mouth

a big mouth

That's a big mouth.

LISTENING COMPREHENSION

Identifying

T identifies each action with pictures P171-174 or T79.

- Cl observes and listens

Repeating

T cues and models - Cl repeats

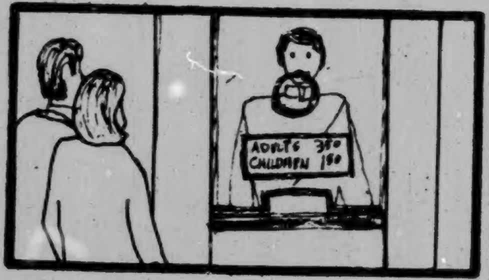
T: What do they do on weekends?
They go to the movies (on weekends).

Answering

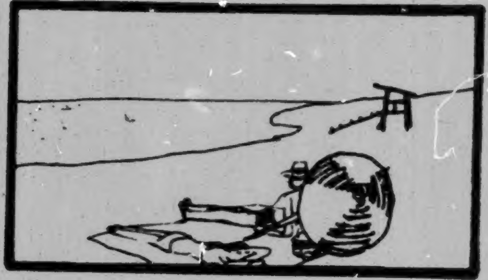
T cues and asks - Cl / Gr / St answers

LISTENING COMPREHENSION

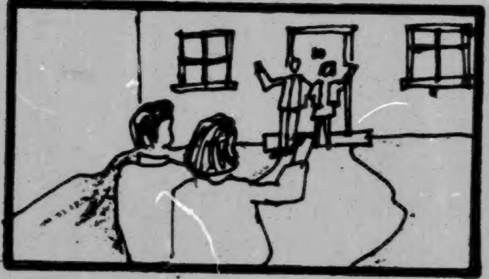
What do they do on weekends?



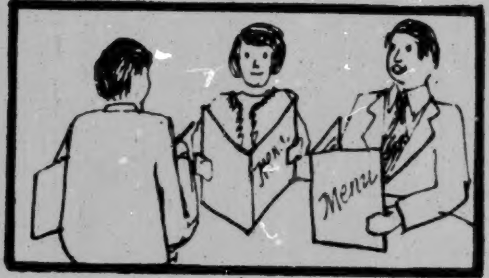
They go to the movies
(on weekends).



They go to the beach
(on weekends).



They visit friends
(on weekends).



They go to a
restaurant (on weekends).

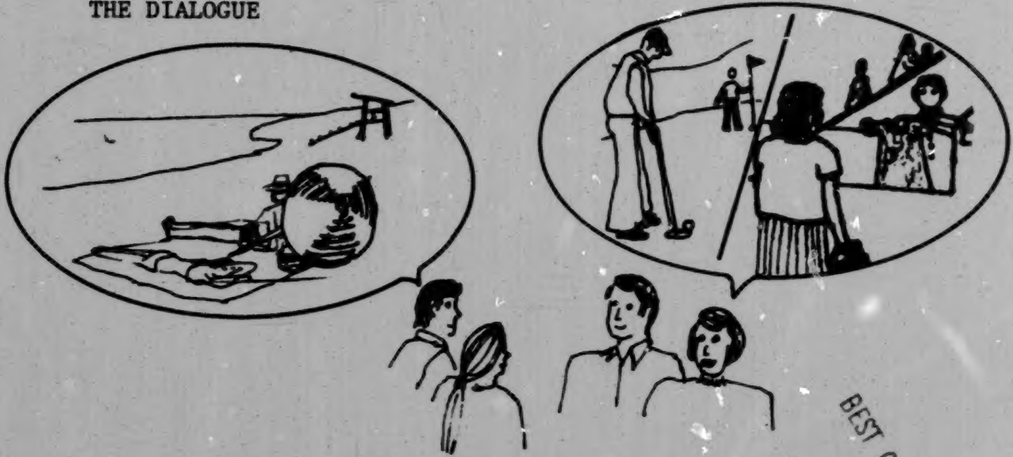
THE DIALOGUE

A. Show the "visiting" picture P173 or T80. and set the scene.

B. Present the dialogue, following the usual procedure.

C. Show the dialogue on board or overhead for reading lesson.

THE DIALOGUE



Tom Jones: What do you and your family do on weekends, Jim?

Jim Garcia: We go to the beach.

Maria Garcia: What do you and Tom do (on weekends), Ann?

Ann Jones: Tom plays golf and I go shopping.

PRACTICE

"What do they do on weekends?"

OPTIONAL ACTIVITY

Substitution Drill

T: What do they do on weekends?
you
he
she

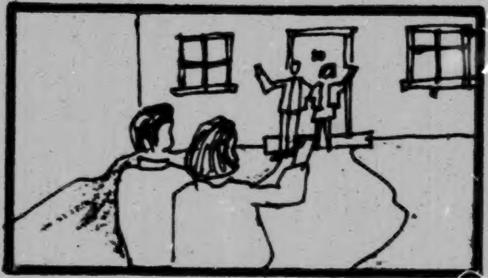
PRACTICE

"What do they do on weekends?"

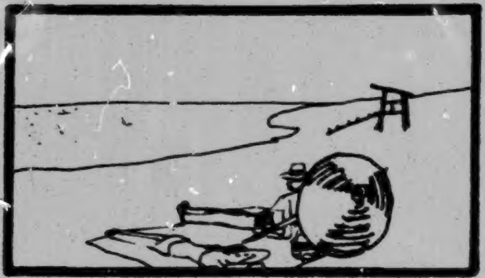
Question and Answer Drill

T gives picture and word cue:

T
Gr > asks - St answers
St



1. S-1: What do they do on weekends?
   S-2: They visit friends.



2. S-1: What do they do on weekends?
   S-2: They go to the beach.

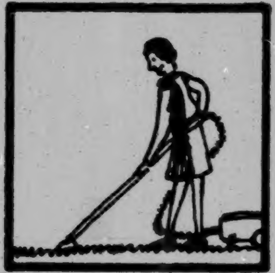
MINI-DIALOGUES

T sets pattern and cues with pictures:

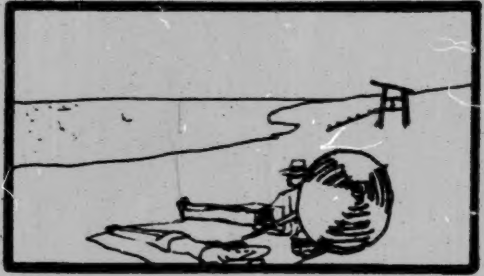
St asks - St answers

OPTIONAL ACTIVITY
Have students ask each other questions about things they do on weekends. Suggest activities like: go to the mountains; go shopping/fishing; visit friends, work, etc.

MINI-DIALOGUES



1. S-1: Do you work on weekends?
   S-2: No, I don't.
   S-1: What do you do?
   S-2: I clean the house.



2. S-1: Do they work on weekends?
   S-2: No, they don't.
   S-1: What do they do?
   S-2: They go to the beach.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

E. Ask comprehension questions about the story.

WRITING

Have students follow directions as noted in the student leaflet.

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on page 5.

C. Read the Mini-dialogues on page 6.

D. Read:

Weekend Activities

Bob works five days a week. He doesn't work on weekends. He cleans the yard and helps his wife on Saturdays. He and his wife go to a movie on Saturday nights. They go to a restaurant on Sundays.

WRITING

Answer the following questions about the Reading.

1. Does Bob work six days a week?

   ____

2. What are his days off?

   ____

3. What does he do on Saturdays?

   He ______________________________

   He ______________________________

4. Do he and his wife go to a movie on Sunday nights?

   ____

5. ______________________________

   They go to a restaurant.

Los Angeles Unified School District
Asian Project - ABE
AP-202153

LESSON TWENTY-ONE - STUDENT LEAFLET
SECTION I: He Works Six Days a Week
SECTION II: They Go to the Beach

LESSON TWENTY-ONE

SECTION I: HE WORKS SIX DAYS A WEEK

OBJECTIVE

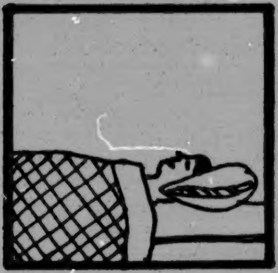
In this section you will learn to talk about activities on a day off.

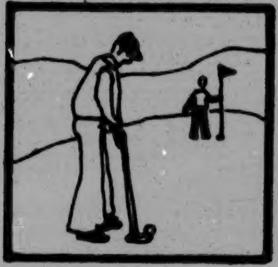
LISTENING COMPREHENSION

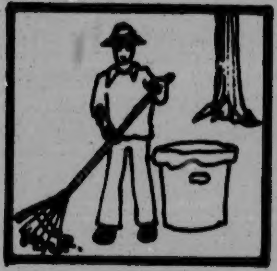
SUN	MON	TUES	WED	THUR	FRI	SAT
✗	●	●	●	●	●	●

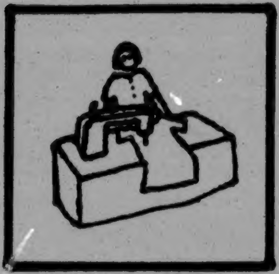
He works six days a week.

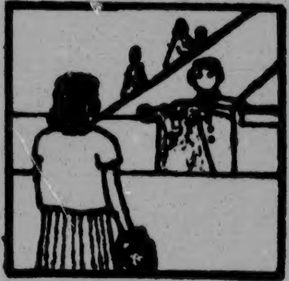
Sunday is his day off.

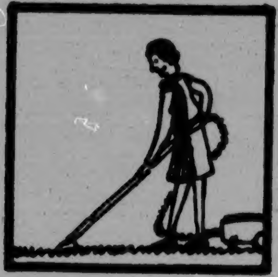

He sleeps.


He plays golf.


He cleans the yard.

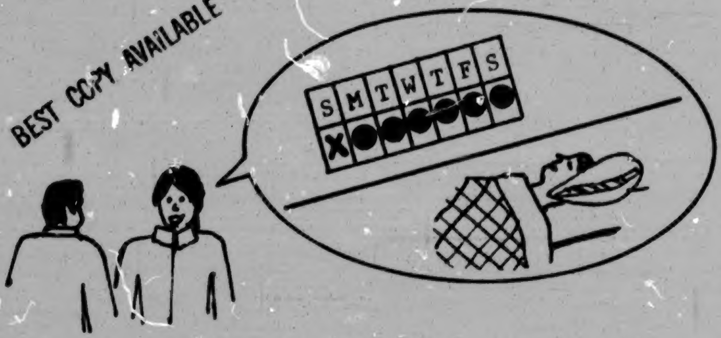

She sews.


She goes shopping.


She cleans the house.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Bill Nelson: Does Ken work on Saturdays?

Tama Kono: Yes, he does. He works six days a week.

Bill: What does he do on his day off?

Tama: He sleeps.

PRACTICE

"Does he work on Saturdays?"

A. Substitution Drill

T: Does he work on Saturdays?	S: Does he work on Saturdays?
she	Does she work on Saturdays?
you	Do you work on Saturdays?
Sundays	Do you work on Sundays?
Mondays	Do you work on Mondays?

B. Question and Answer Drill

SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	●

1. S-1: Does he work on Sundays?
   S-2: No, he doesn't.

SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	●

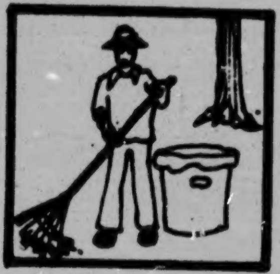
2. S-1: Does he work on Saturdays?
   S-2: Yes, he does.

* * *

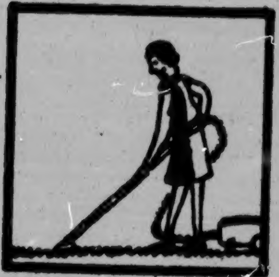
3. S-1: Do they work on Fridays?
   S-2: Yes, they do.

4. S-1: Do you work on Mondays?
   S-2: No, I don't.

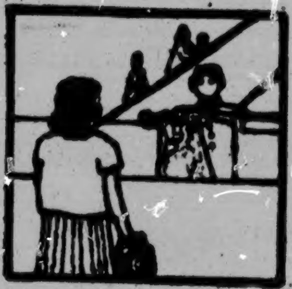
"What does he do. . . ?



5. S-1: What does he do on his day off?
   S-2: He cleans the yard.



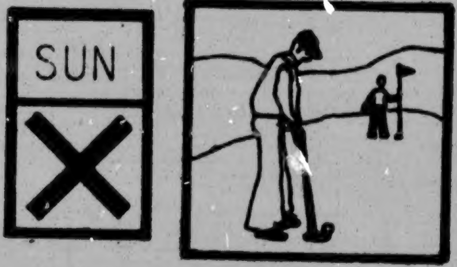
6. S-1: What does she do on her day off?
   S-2: She cleans the house.



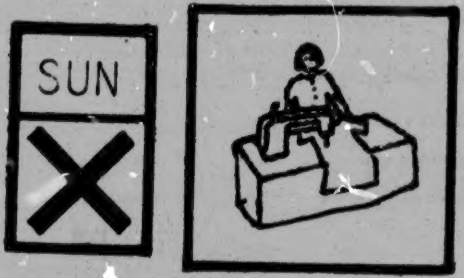
7. S-1: What does she do on Saturdays?
   S-2: She goes shopping.

- -

MINI-DIALOGUES



1. S-1: Does he work on Sundays?
   S-2: No, he doesn't.
   That's his day off.
   S-1: What does he do on Sundays?
   S-2: He plays golf.



2. S-1: Does she work on Sundays?
   S-2: No, she doesn't.
   That's her day off.
   S-1: What does she do on Sundays?
   S-2: She sews.

- -

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on this page.

D. Read:

The Florist

Ken Kono is a florist. He works in his flower shop six days a week. He sleeps on Sundays.

Mrs. Kono helps her husband. She works five days a week. Sundays and Mondays are her days off. She sews on her days off.

WRITING

Write the questions and answers about the story.

1. Does Mr. Kono work six days a week?

   ____

2. ____

   He's a florist.

3. What's his day off?

   ____

4. What does Mrs. Kono do on Saturdays?

   ________________________________ her husband.

5. ________________________________ her days off?

   She sews.

SECTION II: THEY GO TO THE BEACH

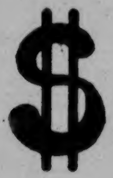
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

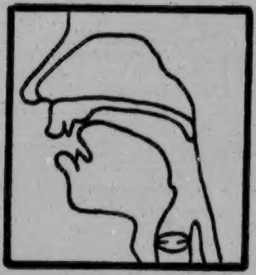
In this section you will:

1. Practice pronunciation.
2. Learn to discuss weekend activities.

PRONUNCIATION



a symbol



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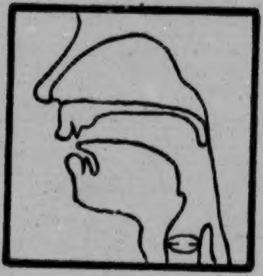

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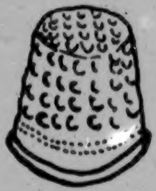


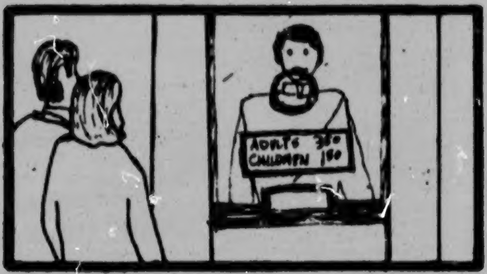
a thimble

a symbol
It's a symbol.
a mouse
a big mouse
That's a big mouse.

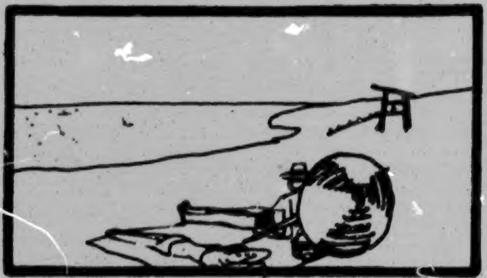
a thimble
It's a thimble.
a mouth
a big mouth
That's a big mouth.

LISTENING COMPREHENSION

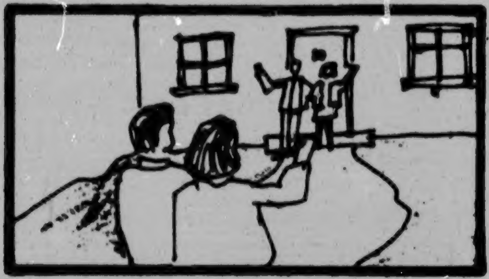
What do they do on weekends?



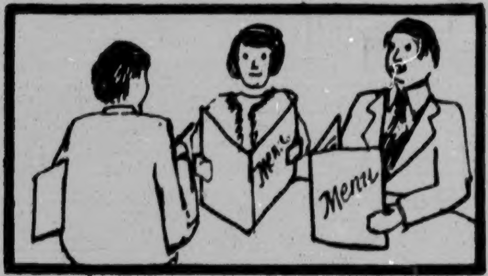
They go to the movies (on weekends).



They go to the beach (on weekends).

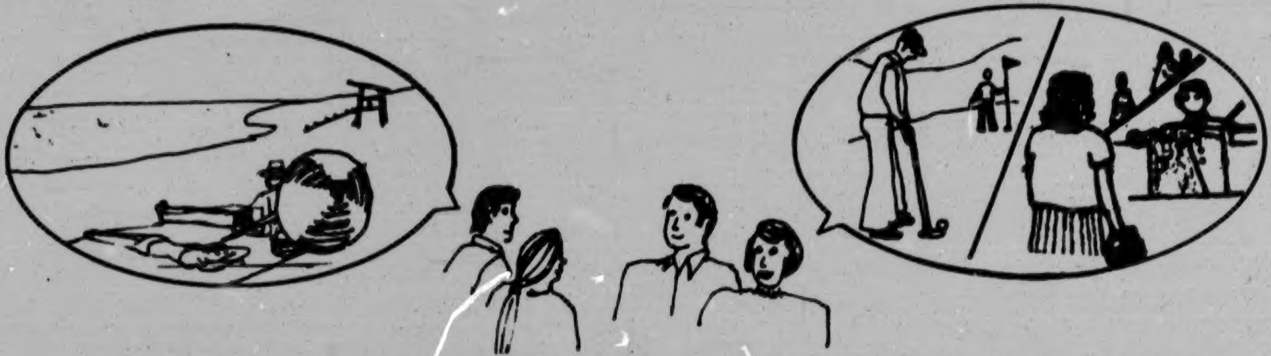


They visit friends (on weekends).



They go to a restaurant (on weekends).

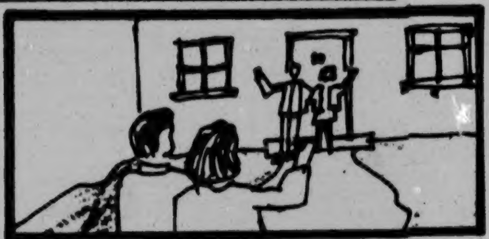
THE DIALOGUE



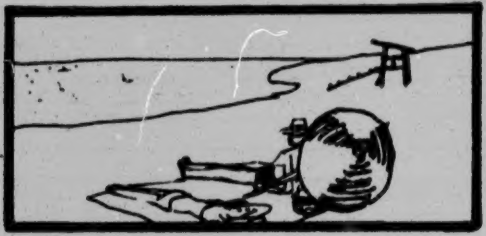
Tom Jones:	What do you and your family do on weekends, Jim?
Jim Garcia:	We go to the beach.
Maria Garcia:	What do you and Tom do (on weekends), Ann?
Ann Jones:	Tom plays golf and I go shopping.

PRACTICE

"What do they do on weekends?"

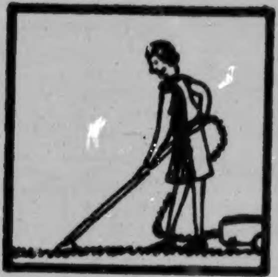


1. S-1: What do they do on weekends?
   S-2: They visit friends.

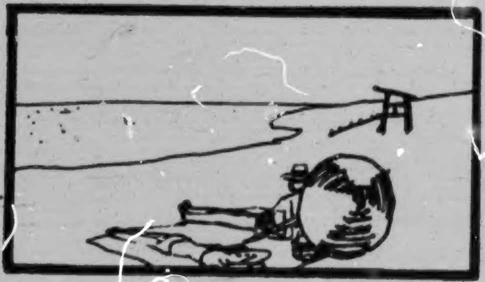


2. S-1: What do they do on weekends?
   S-2: They go to the beach.

MINI-DIALOGUES



1. S-1: Do you work on weekends?
   S-2: No, I don't.
   S-1: What do you do?
   S-2: I clean the house.



2. S-1: Do they work on weekends?
   S-2: No, they don't.
   S-1: What do they do?
   S-2: They go to the beach.

READING

A. Read the sentences on page 5.
B. Read the Practice exercises on page 5.
C. Read the Mini-dialogues on this page.
D. Read:

Weekend Activities

Bob works five days a week. He doesn't work on weekends. He cleans the yard and helps his wife on Saturdays. He and his wife go to a movie on Saturday nights. They go to a restaurant on Sundays.

WRITING

Answer the following questions about Reading.

1. Does Bob work six days a week?

____

2. What are his days off?

____

3. What does he do on Saturdays?

He ______________________________

He ______________________________

4. Do he and his wife go to a movie on Sunday nights?

____

5. ______________________________

They go to a restaurant.

LESSON TWENTY-ONE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with action pictures and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "what" questions. (What does he do on Saturdays?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (He sleeps.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "yes-no" questions with "Do" and "Does." (Does he sleep on Sundays?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, they do/No, they don't.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He works six days a week.
2. She doesn't work on weekends.
3. She's sewing a dress.
4. They go to a restaurant on Sundays.
5. What does she do on her day off?
6. It's a thimble.
7. Do they go to the movies on weekends?
8. Does she go shopping on weekends?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON TWENTY-ONE: STUDENT EVALUATION FORM

I. Oral Exercises

- -

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

1.

SUN	MON	TUES	WED	THUR	FRI	SAT
●	●	●	●	●	●	X

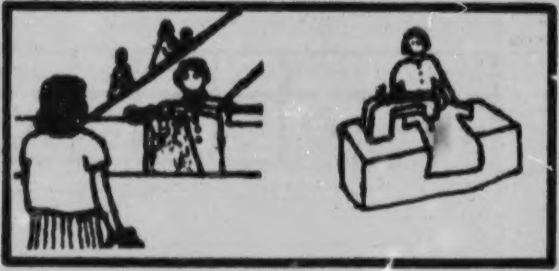
SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	X

2.

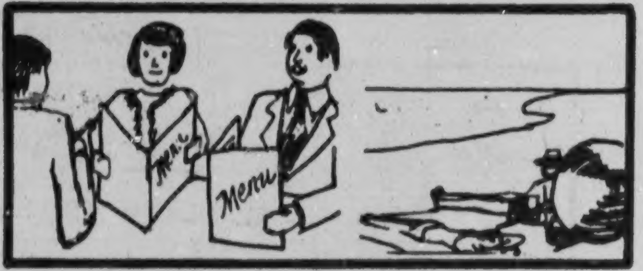
SUN	MON	TUES	WED	THUR	FRI	SAT
●	●	●	●	X	●	●

SUN	MON	TUES	WED	THUR	FRI	SAT
X	●	●	●	●	●	X

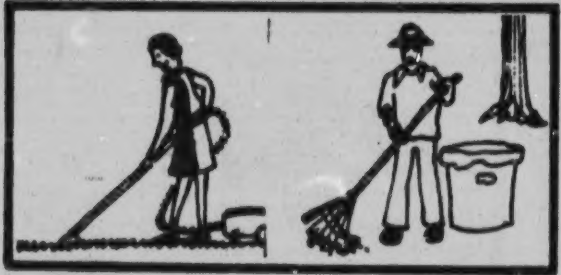
3.



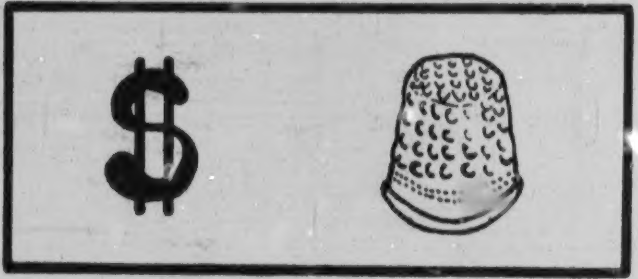
4.



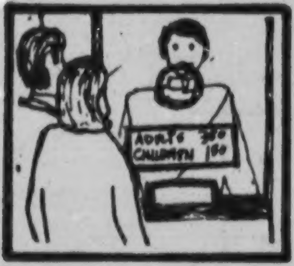
5.



6.



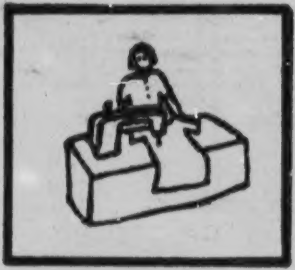
7.



Yes, they do.

Yes, they are.

8.



No, she doesn't.

No, she isn't.

III. READING

Directions: Write the correct answers.

1. Ken doesn't work on Sundays.

It's his ______________________.

birthday
day off
off day

2. Mrs. Kono stays home.

She ____________________________.

goes shopping
visit friends
cleans the house

3. Tom and Ann don't stay home on weekends. They ________________ ______________.

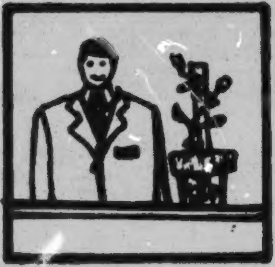
clean the yard
visit friends
sleep

4. Bob and his wife don't eat at home on Sundays. They go to ______________ ________________.

a movie
a restaurant
the beach

IV. WRITING

Directions: Write the questions or answers.



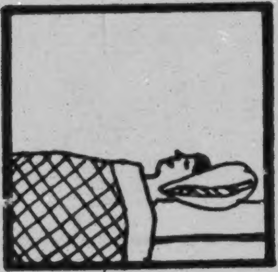
1. Is Ken Kono a florist?

____

SUN	MON	TUES	WED	THUR	FRI	SAT
●	●	●	●	●	●	✗

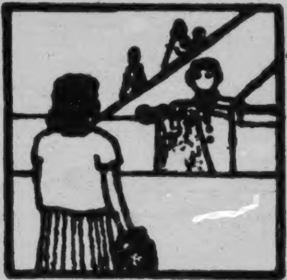
2. Does he work on Sundays?

____



3. What does he do on weekends?

____



4. ______________

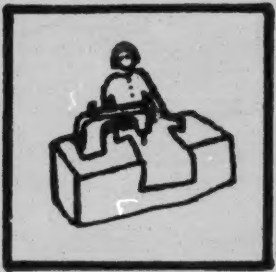
____

She goes shopping.

SUN	MON	TUES	WED	THUR	FRI	SAT
✗	●	●	●	●	●	✗

5. ______________________ weekends?

No, she doesn't.



6. ______________

____

She sews.

Los Angeles Unified School District
Asian Project - ABE AP-2A2153

LESSON TWENTY-ONE - CHINESE SUPPLEMENT
SECTION I: He Works Six Days a Week
SECTION II: They Go to the Beach

LESSON TWENTY-ONE

第二十一課

SECTION I: HE WORKS SIX DAYS A WEEK

第一節：他一星期工作六天

OBJECTIVE

學習目標

In this section you will learn to talk about activities on a day off.

在這一節裡，你們要學習關於休息日的活動。

THE DIALOGUE

對話

Bill Nelson: Does Ken work on Saturdays?

Ken 星期六工作嗎？

Tama Kono: Yes, he does. He works six days a week.

他工作。他一星期工作六天。

Bill: What does he do on his day off?

他休息日做些什麼？

Tama: He sleeps.

他睡覺。

SECTION II: THEY GO TO THE BEACH

第二節：他們到海灘去

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn to discuss weekend activities.

在這一節裡，你們要：

一、練習發音。
二、學習談論週末活動。

THE DIALOGUE		對話
Tom Jones:	What do you and your family do on weekends, Jim?	Jim, 你家人和你週末做些什麼？
Jim Garcia:	We go to the beach.	我們到海灘去。
Maria Garcia:	What do you and Tom do (on weekends), Ann?	Ann, 你和 Tom (在週末)做些什麼？
Ann Jones:	Tom plays golf and I go shopping.	Tom 打高爾夫球，我去逛商店。

NOTES	應注意事項
1. The preposition "on" is usually required in English before dates and days of the week.	一、英文，在日期和星期之前，常々需要有介詞 "on"。
2. Note the word order in the following sentence: He works six days a week.	二、左面的句子是："他一星期工作六天。"和英文的字序不同。請特別留心劃線部份。
3. The term "day off" is used as a noun in this lesson. It refers to the day that people are off from their job.	三、在這一課裡，"day off" 是一個名詞。中文的意思是"不工作的日子"。

Los Angeles Unified School District
Asian Project - ABE
AP-212253

LESSON TWENTY-TWO - LESSON GUIDE
SECTION I: I Eat a Heavy Breakfast
SECTION II: What Time Does Flight 42 Leave?

LESSON TWENTY-TWO

OBJECTIVES

Listening Comprehension: Student will be able to identify names of daily meals and snacks.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Converse about daily meals and snacks.
3. Ask and give simple information about airplane schedules.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to:

1. Read the information on plane schedules.
2. Read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What time does Flight 42 leave/arrive?	
	Where does Flight 84 go?	
	What gate does it leave from?	It leaves from Gate 36.
	For reception only: What flight goes to Seoul?	
	Fixed expression: Are you on a diet?	
Review:	What does he eat every day/at 10 o'clock?	He eats a heavy/light dinner.
	Does he eat a light breakfast?	Yes, he does/No, he doesn't.
		Yes, I am/No, I'm not.
		It leaves/arrives at 3:25 p.m.
	Does Flight 93 go to Seoul?	Yes, it does/No, it doesn't.
		It goes to Tokyo.

INSTRUCTIONAL AIDS

Drill pictures:

P175 - a light breakfast
P176 - a heavy breakfast
P177 - a light lunch
P178 - a heavy lunch
P179 - a light dinner
P180 - a heavy dinner

P181 - a snack
P182 - Facial diagram: /I/ and /ɛ/

Also: P77 - Dialogue (What time does Flight 42 leave?) (At the airport)
P150 - Dialogue (I eat a heavy breakfast) (a waitress)

Transparencies:

T81 - light and heavy breakfast, lunch, dinner, snack
T82 - Dialogue (I eat a heavy breakfast)
T83 - Pronunciation: /I/ - /ɛ/ (pin - pen)
T84 - Plane schedule + Dialogue (What time does Flight 42 leave?)

Student handouts:

Student leaflet
Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. The adjectives "heavy/light" are usually used by the Asians to describe weight. To use these two adjectives to describe meals is a new concept for them. In Asian Languages, the literal translation for "a heavy/light meal" would be somewhat like "eat a lot/little."

2. Chinese, Japanese, and Korean use numerals plus time words to tell time. Tagalog uses a time marker plus numerals.

English	at	10 (minutes)	after/past	10 (o'clock)			(or at 10:10)
Chinese				10 o'clock	10 minute		
Japanese				10 o'clock	10 minute	at	
Korean				10 o'clock	10 minute	at	
Tagalog	at	10 minute	after	10 o'clock			(or at time marker 10:10)
Spanish	at	10 minutes	after/past	10 o'clock			(or at time marker 10:10)

From this chart we can see that the Asians have a more consistent way of telling time than the English. The many possible ways of telling time in English causes learning problems for the Asians.

Special points of difficulty:

a. The Chinese do not use a preposition before a clock time as in "at 10:10."

b. The Japanese and Korean have no equivalent for "a quarter to/past" the hour.

- -

SECTION I: I EAT A HEAVY BREAKFAST

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

Suggested items for review:

(Use the drill pictures from Lesson 21 as cues.)

$$\text{T cues } \left.\begin{matrix}\text{T}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{asks} \; - \; \left.\begin{matrix}\text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$$

1. "What does he do on his day off?"
   T: What does he do on his day off?
   S: He sleeps.

2. "Does he work on Saturdays?"
   T: Does he work on Saturdays?
   S: Yes, he does/No, he doesn't.

3. "What do they do on weekends?"
   T: What do they do on weekends?
   S: They visit friends.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: I EAT A HEAVY BREAKFAST

OBJECTIVE

In this section you will learn to talk about daily meals and snacks.

LISTENING COMPREHENSION

Listening

T shows drill pictures P175-181 (T81) and identifies and contrasts light and heavy meals

- Cl listens

T: This is a light breakfast.
Just coffee and grapefruit.

This is a heavy breakfast.
Juice, bacon and eggs, etc.

[NOTE: It's not necessary to teach all the food items for production.]

Identifying

T shows pictures and asks "yes-no" questions

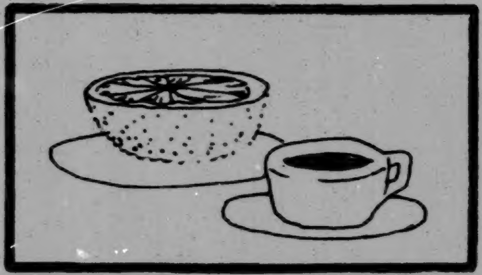
- Cl identifies

Repeating

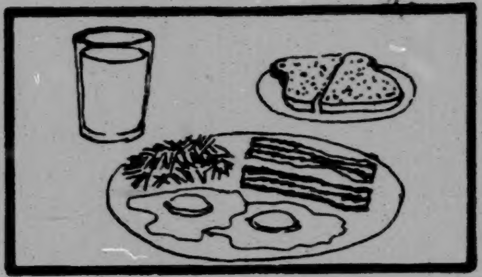
T models and cues - Cl
Gr > repeats
St

T: This is a heavy breakfast.

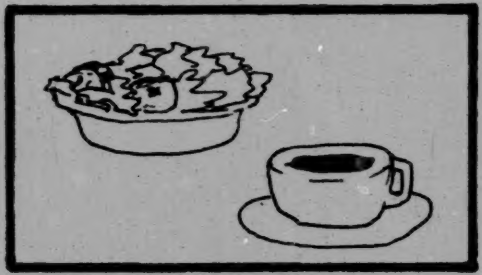
LISTENING COMPREHENSION



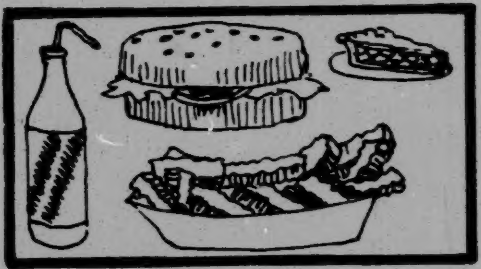
a light breakfast



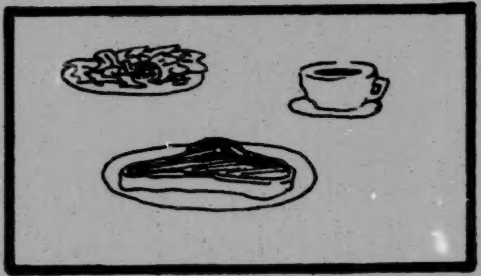
a heavy breakfast



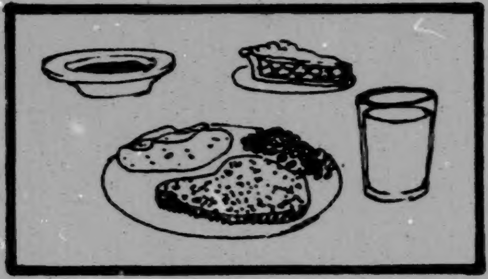
a light lunch



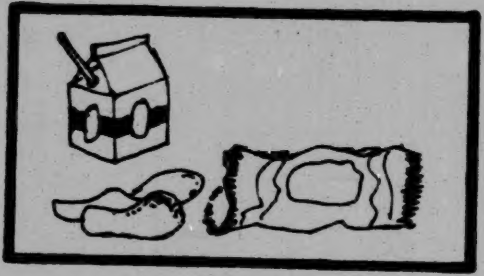
a heavy lunch



a light dinner



a heavy dinner



a snack

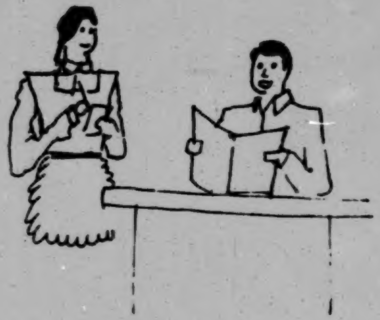
THE DIALOGUE

A. Show the waitress picture P150 (T82) and present the dialogue, following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

[NOTES: 1. Students will learn "May I help you?" as a fixed expression.
2. Explain briefly the concept of being on a diet.]

THE DIALOGUE



Waitress: May I help you?

Bill: Yes, please. I want a salad and coffee.

Waitress: Are you on a diet?

Bill: No, I'm not. I eat a heavy breakfast every morning.

PRACTICE

"He eats a heavy breakfast"

A. Substitution Drill

T: He eats a heavy breakfast every day.
dinner
lunch

B. Answer Drill

T cues and asks - Cl, Gr, St > answers

T: What does he eat every day?

"What does he eat every morning?"

A. Substitution Drill

T: What does he eat every morning?
every day
at 10 o'clock

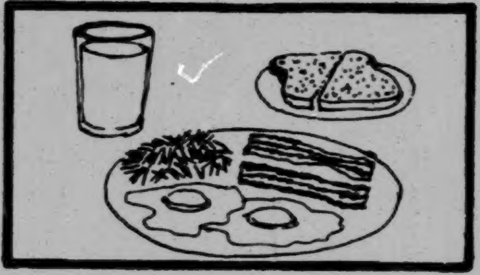
B. Question and Answer Drill

T gives picture and word cue:

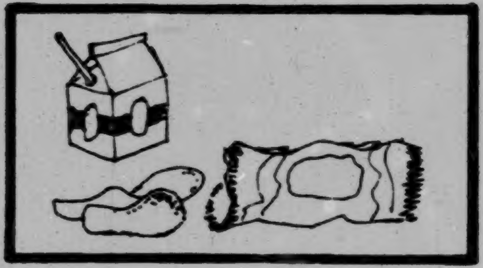
Gr, St > asks - St answers

PRACTICE

"What does he eat every morning?"



1. S-1: What does he eat every morning?
   S-2: He eats a heavy breakfast.



2. S-1: What does he eat at 10 o'clock?
   S-2: He eats a snack.

OPTIONAL ACTIVITIES

A. Have students ask each other questions about their everyday meals.
   S-1: Do you eat a heavy breakfast every day?
   S-2: Yes, I do.

B. Have students ask each other what they eat for lunch/dinner, etc.
   S-1: What do you eat for breakfast?
   S-2: I eat an egg and toast.

"Do you eat breakfast every day?"

A. Substitution Drills

1. T: Do you eat breakfast every day?
   lunch
   a snack
   a heavy dinner
   etc.

2. T: Does your husband eat a snack every day?
   a heavy dinner
   breakfast
   etc.

B. Question and Answer Drill

Have students ask "yes-no" questions about the meals they and their family eat.

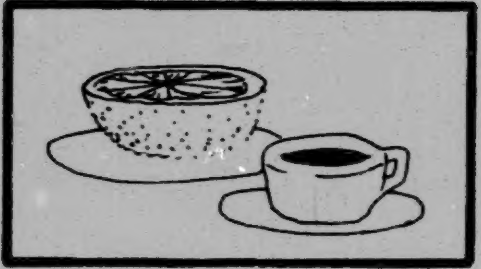
St asks - St answers

* * *

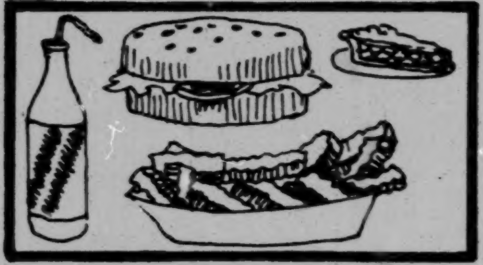
3. S-1: What does she eat every noon?
   S-2: She eats a light lunch.

4. S-1: What does she eat every night?
   S-2: She eats a heavy dinner.

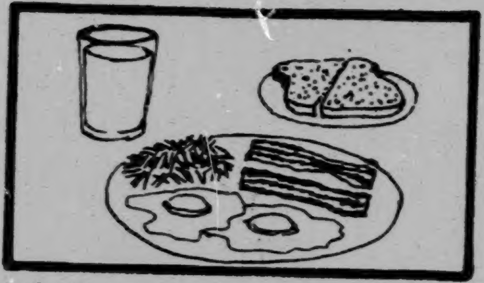
"Do you eat breakfast every day?"



5. S-1: Do you eat breakfast every day?
   S-2: Yes, I do.



6. S-1: Do you eat a snack at 10 o'clock?
   S-2: No, I don't.



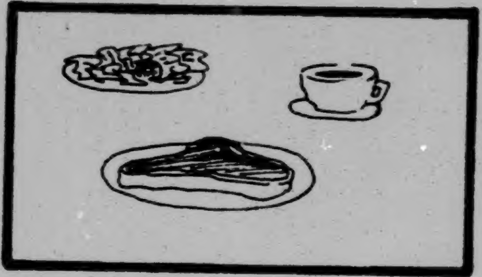
7. S-1: Does your son eat a heavy breakfast every morning?
   S-2: Yes, he does.

MINI-DIALOGUES

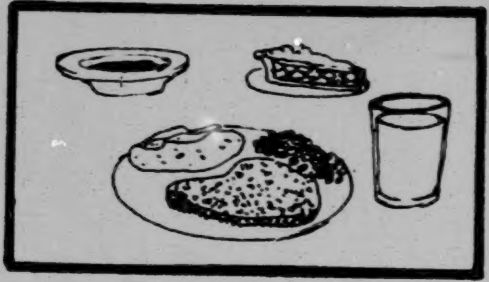
T sets pattern and cues:

St asks - St answers

MINI-DIALOGUES



1. S-1: Are you on a diet?
   S-2: Yes, I am.
   S-1: What do you eat every night?
   S-2: I eat a light dinner.



2. S-1: Are you on a diet?
   S-2: No, I'm not.
   S-1: What do you eat every night?
   S-2: I eat a heavy dinner.

READING

[NOTE: Have students open their leaflet at this time.

A. and B. Have students follow directions as noted in the student leaflet.

READING

A. Read the names of everyday meals on pages 1 and 2.

B. Read the Practice exercises on pages 2 and 3 and the Mini-dialogues on page 3.

C. Follow the usual procedure for practicing reading.

C. Read:

Sue and Bill

Sue is on a diet. She has a cup of coffee for breakfast and a salad for lunch. She eats a light dinner every day.

Bill likes to eat. He eats a heavy breakfast every morning and a heavy lunch at 12 o'clock. He has a snack at 3 o'clock, and he eats a heavy dinner every night.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the answers to the questions.

1. Is Sue on a diet?

   ____

2. Does she eat a heavy lunch?

   ____

3. Does Bill like to eat?

   ____

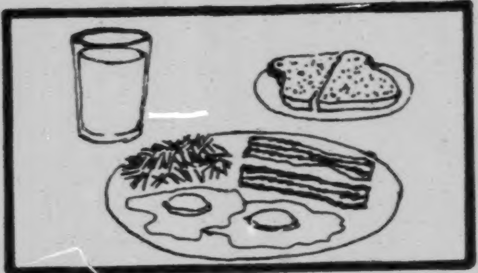
4. What does he eat every morning?

   ____

5. When does he have a snack?

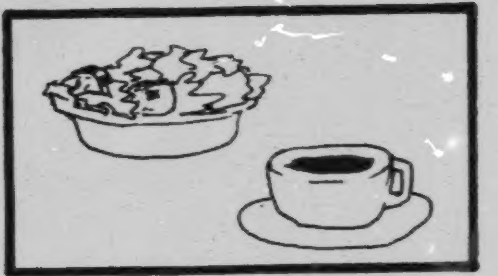
   ____

B. Write the questions or answers.



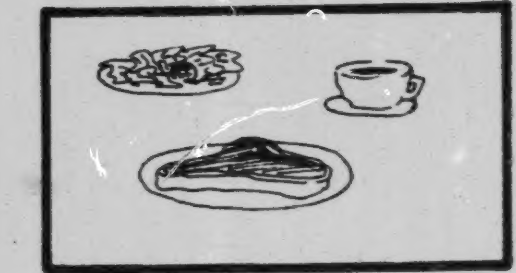
1. What does he eat every morning?

____



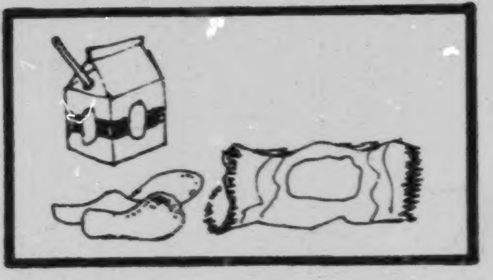
2. Does she eat a heavy lunch?

____



3. __________________________

Yes, she does.



4. __________________________

She eats a snack at 10 o'clock.

SECTION II: WHAT TIME DOES FLIGHT 42 LEAVE?

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: WHAT TIME DOES FLIGHT 42 LEAVE?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to talk about airplane schedules.

PRONUNCIATION

1. Hold up objects or draw them on the board

   T models - Cl listens

2. Call "pin" number 1 and "pen" number 2. Have students hold up one or two fingers as you model the words.

3. T models - Cl
   Gr
   St > repeats

4. Hold up facial diagram P182 (T83) and show the difference in the position of the tongue and the shape of the lips in making these sounds.

5. T models - Cl
   Gr
   St > repeats

- - - - - - - - - - - - - - - - - - - -

THE DIALOGUE

Reading Comprehension

A. Copy the chart on the board or show T84 (top part only).

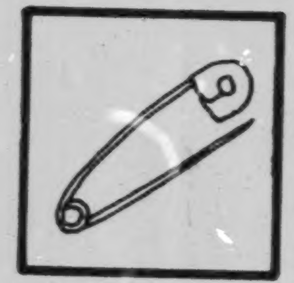
B. Read the information for Flight 42. (Explain briefly the meanings of the terminology.)

   T reads and explains - Cl listens

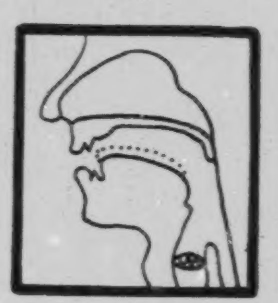
C. Ask comprehension questions about the schedule.

   1. Where does Flight 42 go?
   2. What time does it leave?
   3. What time does it arrive?

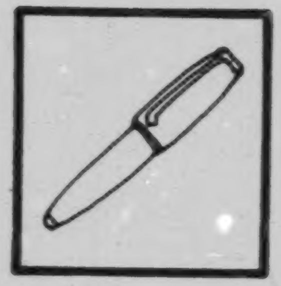
PRONUNCIATION



/I/ pin



/I/ .... /ɛ/——



/ɛ/ pen

a pin	a pen
It's a pin.	It's a pen.
It's a big pin.	It's a big pen.
Where's the bill?	Here's a pen.
It's on the desk.	Write a check.

- - - - - - - - - - - - - - - - - - - -

THE DIALOGUE

Reading Comprehension

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

4. What gate does it leave from?
5. What flight goes to Seoul?
6. Does Flight 21 go to Manila?

Presenting the Dialogue

A. Show the dialogue picture P77 (T84) and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show dialogue on the board or overhead for reading lesson.

PRACTICE

"It leaves at 3:25 P.M.

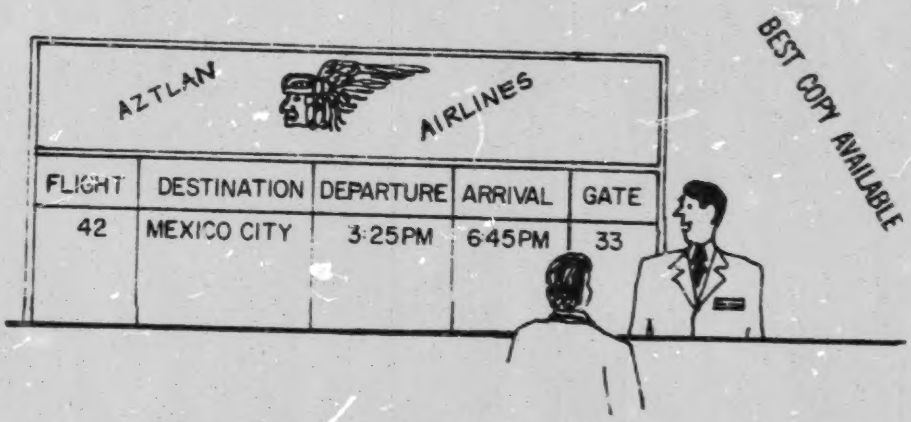
A. Substitution Drill

T: It leaves at 3:25 p.m.
4:15
4:50 a.m.
arrives
2:40 a.m.
11:35 p.m.

B. Answer Drill

T cues and asks - Cl / Gr / St answers

T: What time does Flight 42 leave?


AZTLAN AIRLINES
FLIGHT
DESTINATION
DEPARTURE
ARRIVAL
GATE
42
MEXICO CITY
3:25PM
6:45PM
33

Jim:	What time does Flight 42 leave?
Clerk:	It leaves at 3:25 p.m. (Go to Gate 33.)
Jim:	What time does it arrive in Mexico City?
Clerk:	It arrives at 6:45 p.m.

PRACTICE

"What time does Flight 42 leave?"

A. Substitution Drill

T cues and models

- Cl
- Gr > responds
- St

B. Question and Answer Drill

Put the plane schedule on the board or use T84. Ask and answer questions about the flight times.

T, Gr, St > asks - Cl, Gr, St > answers

[NOTE: Accept any correct forms that students use for telling the time.]

"What time does Flight 42 leave?"

A. Substitution Drill

T	S
What time does Flight 42 leave?	What time does Flight 42 leave?
84	What time does Flight 84 leave?
arrive?	What time does Flight 84 arrive?
the plane	What time does the plane arrive?

B. Question and Answer Drill

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. S-1: What time does Flight 84 leave?
   S-2: It leaves at 5:55.
   (Go to Gate 36)
2. S-1: What time does Flight 45 arrive?
   S-2: It arrives at 10:10.
   (Go to Gate 35)
3. S-1: What time does Flight 97 leave?
   S-2: It leaves at 7:20.
   (Go to Gate 32)

EXTENSION

"It leaves from Gate 33"

A. Substitution Drill

T: It leaves from Gate 33.
36
(etc.)

EXTENSION

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: What gate does Flight 42 leave from?

"What gate does Flight 42 leave from?"

A. Substitution Drill

T: What gate does Flight 42 leave from?
93
21
(etc.)

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

"What gate does Flight 42 leave from?"

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. S-1: What gate does Flight 84 leave from?
   S-2: It leaves from Gate 36.
2. S-1: What gate does Flight 45 leave from?
   S-2: It leaves from Gate 35.
3. S-1: What gate does Flight 21 leave from?
   S-2: It leaves from Gate 34.

- -

MINI-DIALOGUE

T cues and sets pattern:

St asks - St answers

MINI-DIALOGUE

1. S-1: Does Flight 42 leave at 3:25 p.m.?
   S-2: Yes, it does.
   S-1: What gate does it leave from?
   S-2: (It leaves from) Gate 33.

2. S-1: Does Flight 45 leave at 4:40?
   S-2: Yes, it does.
   S-1: What gate does it leave from?
   S-2: (It leaves from) Gate 35.

READING

[NOTE: Have students open their leaflet at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

READING

A. Read the Practice exercises on pages 6.

B. Read the Extension exercises on page 7.

C. Read the Mini-dialogues on page 7.

D. Read:

Flight 21

Flight 21 goes to Manila. It leaves at 8:45 p.m. from Gate 34. It arrives in Manila at 6:55 a.m.

WRITING

A. and B. Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the schedule.

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. What time does Flight 45 leave?

____

2. What ____________________________________

It arrives at 6:45 a.m.

3. _________________________________ to Seoul?

Yes, it does.

4. What gate does Flight 84 leave from?

____

5. Where ____________________________________

It goes to Hong Kong.

B. Write the information about Flight 97.

Flight 97 _______________ to Seoul. It
_____________________ 7:20 a.m. _________
Gate 32. It _______________ in Seoul at
____

Los Angeles Unified School District
Asian Project - ABE
AP-202253

LESSON TWENTY-TWO - STUDENT LEAFLET
SECTION I: I Eat a Heavy Breakfast
SECTION II: What Time Does Flight 42 Leave?

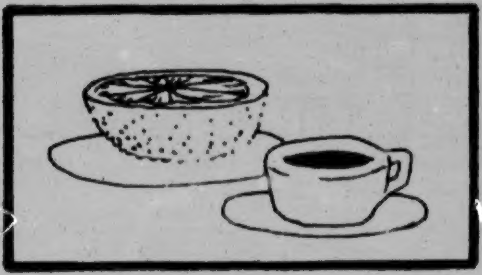
LESSON TWENTY-TWO

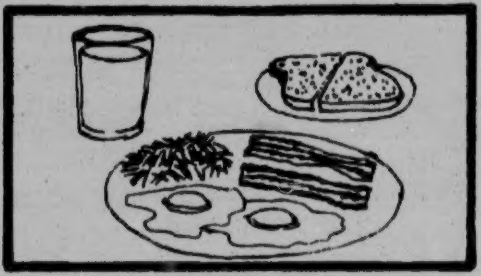
SECTION I: I EAT A HEAVY BREAKFAST

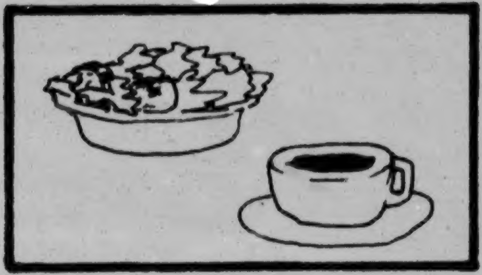
OBJECTIVE

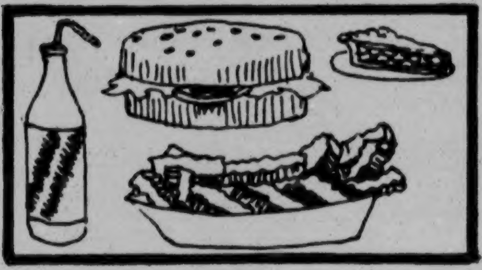
In this section you will learn to talk about daily meals and snacks.

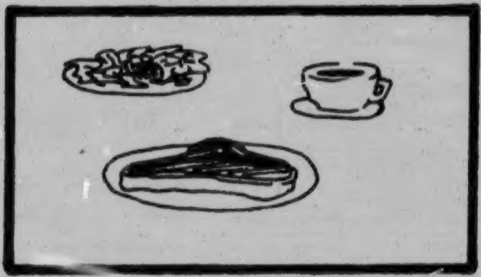
LISTENING COMPREHENSION

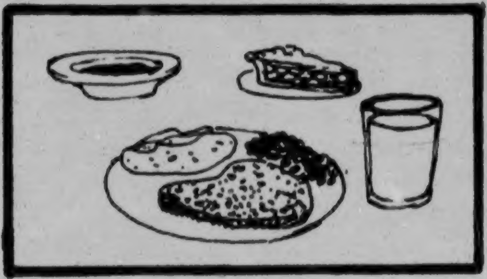

a light breakfast


a heavy breakfast

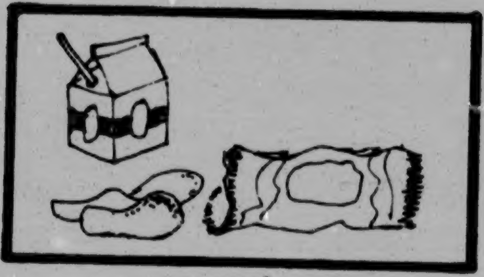

a light lunch


a heavy lunch


a light dinner

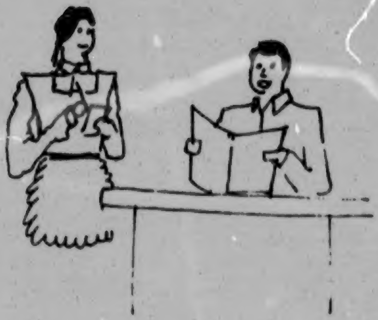

a heavy dinner

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



a snack

THE DIALOGUE



Waitress: May I help you?

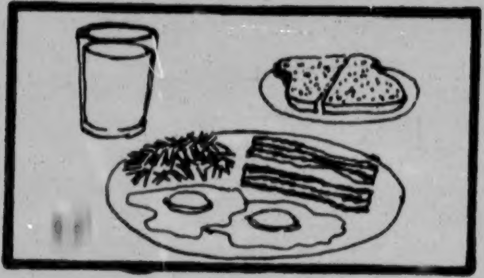
Bill: Yes, please. I want a salad and coffee.

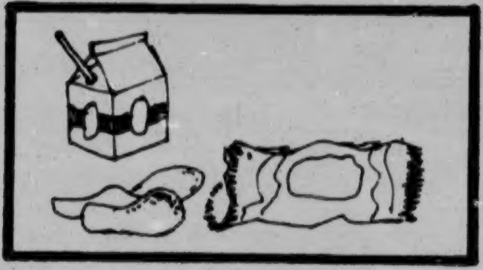
Waitress: Are you on a diet?

Bill: No, I'm not. I eat a heavy breakfast every morning.

PRACTICE

"What does he eat every morning?"





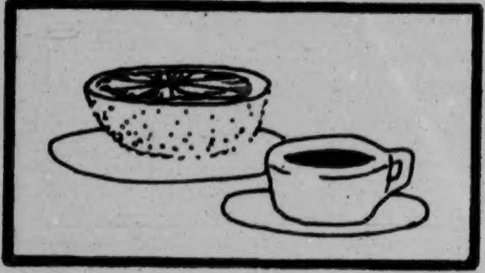
1. S-1: What does he eat every morning?
   S-2: He eats a heavy breakfast.
2. S-1: What does he eat at 10 o'clock?
   S-2: He eats a snack.

* * *

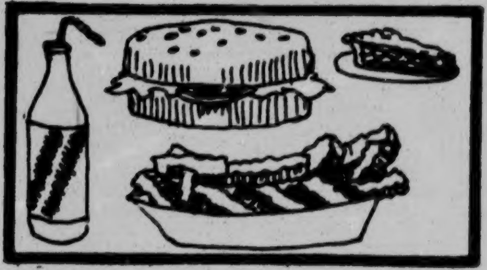
3. S-1: What does she eat every noon?
   S-2: She eats a light lunch.

4. S-1: What does she eat every night?
   S-2: She eats a heavy dinner.

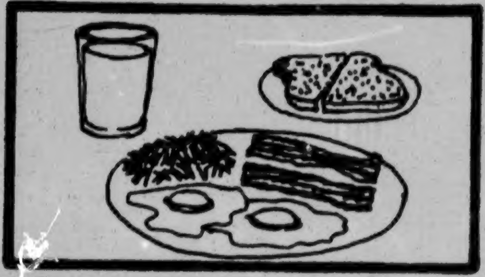
"Do you eat breakfast every day?"



5. S-1: Do you eat breakfast every day?
   S-2: Yes, I do.



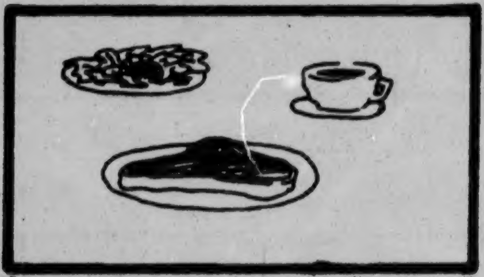
6. S-1: Do you eat a snack at 10 o'clock?
   S-2: No, I don't.



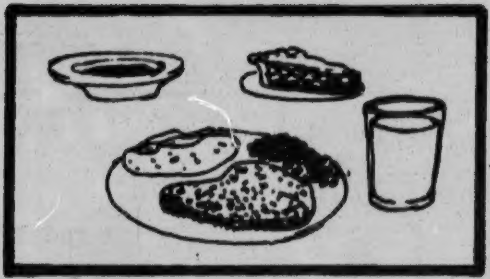
7. S-1: Does your son eat a heavy breakfast every morning?
   S-2: Yes, he does.

- -

MINI-DIALOGUES



1. S-1: Are you on a diet?
   S-2: Yes, I am.
   S-1: What do you eat every night?
   S-2: I eat a light dinner.



2. S-1: Are you on a diet?
   S-2: No, I'm not.
   S-1: What do you eat every night?
   S-2: I eat a heavy dinner.

- -

READING

A. Read the names of everyday meals on pages 1 and 2.

B. Read the Practice exercises on pages 2 and 3 and the Mini-dialogues on page 3.

C. Read:

Sue and Bill

Sue is on a diet. She has a cup of coffee for breakfast and a salad for lunch. She eats a light dinner every day.

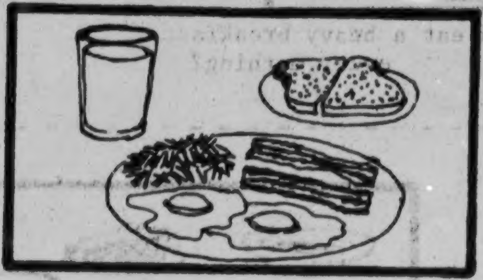
Bill likes to eat. He eats a heavy breakfast every morning and a heavy lunch at 12 o'clock. He has a snack at 3 o'clock, and he eats a heavy dinner every night.

WRITING

A. Write the answers to the questions.

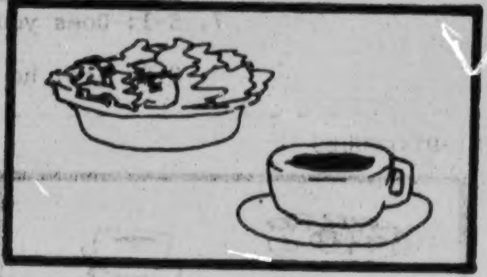
1. Is Sue on a diet? ____________________
2. Does she eat a heavy lunch? ____________________
3. Does Bill like to eat? ____________________
4. What does he eat every morning? ____________________
5. When does he have a snack? ____________________

B. Write the questions or answers.



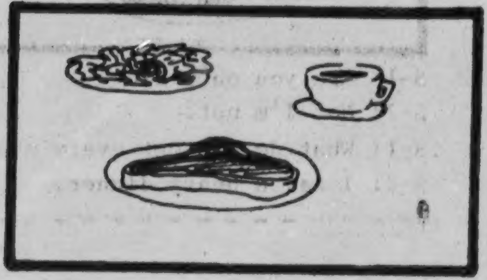
1. What does he eat every morning?

____



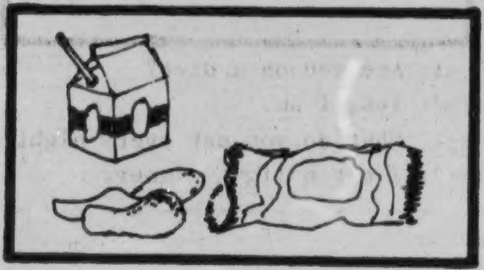
2. Does she eat a heavy lunch?

____



3. ____________________

Yes, she does.



4. ____________________

She eats a snack at 10 o'clock.

SECTION II: WHAT TIME DOES FLIGHT 42 LEAVE?

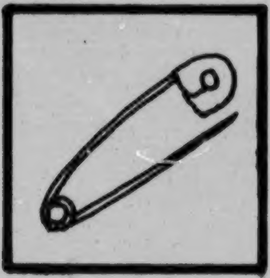
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

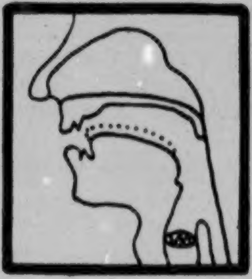
In this section you will:

1. Practice pronunciation.
2. Learn to talk about airplane schedules.

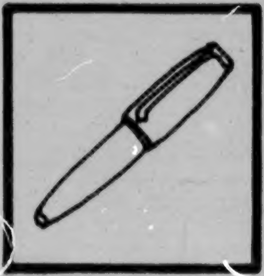
PRONUNCIATION



/I/ pin



/I/ .... /ɛ/____



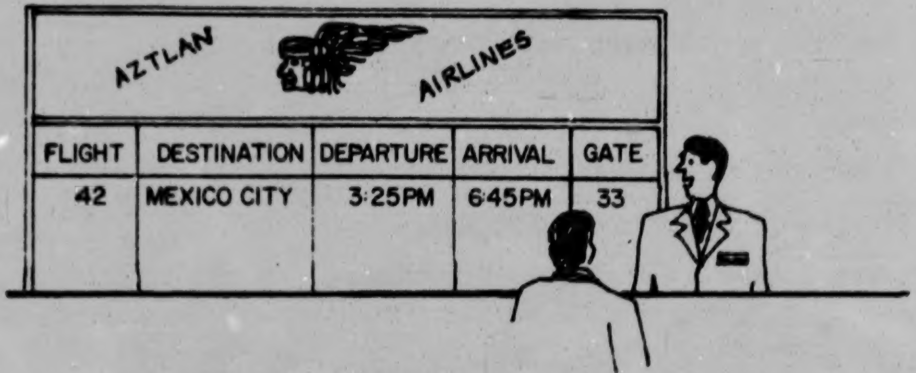
/ɛ/ pen

a pin	a pen
It's a pin.	It's a pen.
It's a big pin.	It's a big pen.
Where's the bill?	Here's a pen.
It's on the desk.	Write a check.

THE DIALOGUE

Reading Comprehension

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32


AZTLAN AIRLINES
FLIGHT
DESTINATION
DEPARTURE
ARRIVAL
GATE
42
MEXICO CITY
3:25PM
6:45PM
33

Jim: What time does Flight 42 leave?

Clerk: It leaves at 3:25 p.m. (Go to Gate 33.)

Jim: What time does it arrive in Mexico City?

Clerk: It arrives at 6:45 p.m.

PRACTICE

"What time does Flight 42 leave?"

A. Substitution Drill

T: What time does Flight 42 leave?	S: What time does Flight 42 leave?
84	What time does Flight 84 leave?
arrive	What time does Flight 84 arrive?
the plane	What time does the plane arrive?

B. Question and Answer Drill

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. S-1: What time does Flight 84 leave?
   S-2: It leaves at 5:55. (Go to Gate 36.)
2. S-1: What time does Flight 45 arrive?
   S-2: It arrives at 10:10. (Go to Gate 35.)
3. S-1: What time does Flight 97 leave?
   S-2: It leaves at 7:20. (Go to Gate 32)

EXTENSION

"What gate does Flight 42 leave from?"

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. S-1: What gate does Flight 84 leave from?
   S-2: It leaves from Gate 36.

2. S-1: What gate does Flight 45 leave from?
   S-2: It leaves from Gate 35.

3. S-1: What gate does Flight 21 leave from?
   S-2: It leaves from Gate 34.

MINI-DIALOGUE

1. S-1: Does Flight 42 leave at 3:25 p.m.?
   S-2: Yes, it does.
   S-1: What gate does it leave from?
   S-2: (It leaves from) Gate 33.

2. S-1: Does Flight 45 leave at 4:40?
   S-2: Yes, it does.
   S-1: What gate does it leave from?
   S-2: (It leaves from) Gate 35.

READING

A. Read the Practice exercises on pages 6.
B. Read the Extension exercises on this page.
C. Read the Mini-dialogues on this page.
D. Read:

Flight 21

Flight 21 goes to Manila. It leaves at 8:45 p.m. from Gate 34. It arrives in Manila at 6:55 a.m.

WRITING

A. Write the questions or answers about the schedule.

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

1. What time does Flight 45 leave?

   ____

2. What ____

   It arrives at 6:45 a.m.

3. ____ to Seoul?

   Yes, it does.

4. What gate does Flight 84 leave from?

   ____

5. Where ____

   It goes to Hong Kong.

B. Write the information about Flight 97.

Flight 97 ____________________ to Seoul. It ______________

7:20 a.m. ______________ Gate 32. It ____________________ in Seoul

at ____________________

LESSON TWENTY-TWO: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of daily meals and a plane schedule written on the board. Elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "what" question. (What does he eat every day?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (He eats a heavy breakfast every day.)	1 2 3 4 5	1 2 3 4 5
3. Where does Flight 42 go? (It goes to Mexico City.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask "What time" question. (What time does Flight 21 leave?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (It leaves at 8:45 p.m.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He eats a heavy breakfast.
2. She eats a light lunch.
3. Flight 84 arrives in Tokyo at 5:45 p.m.
4. Flight 45 leaves from Gate 35.
5. I need a pin.
6. What flight arrives in Tokyo at 6:55 a.m.?
7. Does Flight 84 go to Hong Kong?
8. Do you eat a heavy breakfast?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

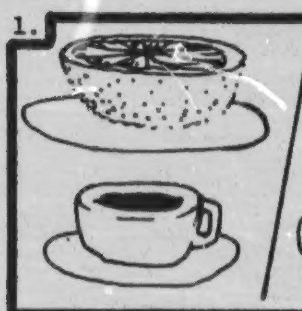
LESSON TWENTY-TWO: STUDENT EVALUATION FORM

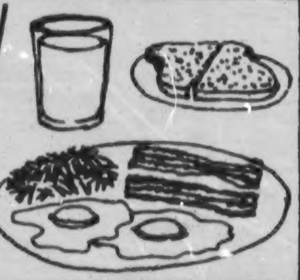
I. Oral Exercise

II. LISTENING COMPREHENSION

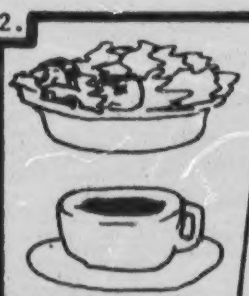
Directions: Listen to the teacher. Circle the correct answer.

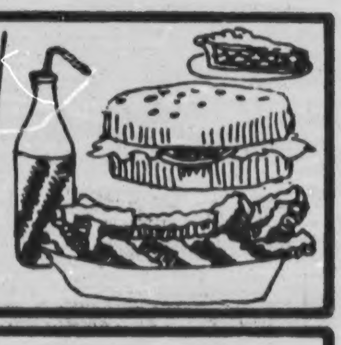
1.





2.





3.

Destination	Arrival
Tokyo	4:35 P.M.

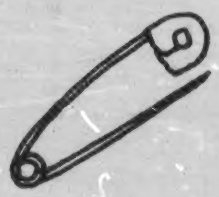
Destination	Arrival
Tokyo	5:45 P.M.

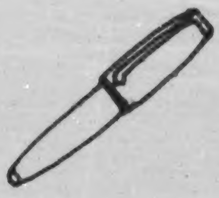
4.

Departure	Gate
4:40 P.M.	35

Arrival	Gate
6:55 A.M.	35

5.





6.

Flight	Arrival
21	6:55 A.M.

Flight	Departure
26	7:45 A.M.

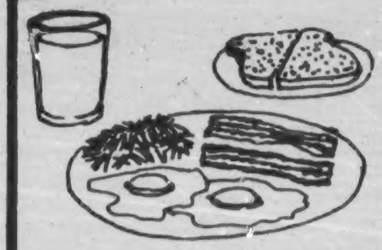
7.

Flight	Destination
84	Tokyo
81	Hong Kong

Yes, it does.

No, it doesn't.

8.



Yes, I do.

Yes, I am.

III. READING

Directions: Circle the correct answers.

1. She's on a diet. She eats a ______________ lunch.

light

heavy

big

2. He likes to eat. He eats a ______________ dinner every day.

light

heavy

small

3. Does Flight 42 leave ___________ 3:25 p.m.?

in

at

for

4. What gate does Flight 84 leave ______________?

for

at

from

- -

IV. WRITING

Directions: Write the correct answers.

Flight	Destination	Departure	Arrival	Gate
42	Mexico City	3:25 P.M.	6:45 P.M.	33

Flight _____________ goes to ________________________ every day.

It leaves at ______________ p.m. ____________________ Gate 33. It

arrives in Mexico City at ____________________________.

LESSON TWENTY-TWO	第二十二課
SECTION I: I EAT A HEAVY BREAKFAST	第一節：我吃一頓豐富的早餐
OBJECTIVE	學習目標
In this section you will learn to talk about daily meals and snacks.	在這一節裡，你們要學習談論日常飯食和零食。

THE DIALOGUE	對話
Waitress: May I help you?	你要些什麼嗎？
Bill: Yes, please. I want a salad and coffee.	我要一個色拉和一杯咖啡。
Waitress: Are you on a diet?	你在節食嗎？
Bill: No, I'm not. I eat a heavy breakfast every morning.	不。我每天早上都吃一頓豐富的早餐。

SECTION II: WHAT TIME DOES FLIGHT 42 LEAVE?	第二節：第四十二次班機什麼時候起飛？
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一、練習發音。

2. Learn to talk about airplane schedules.

二、學習談論飛機時刻表。

THE DIALOGUE

Jim: What time does Flight 42 leave?

第四十二次班機什麼時候起飛？

Clerk: It leaves at 3:25 p.m.

三點二十五分起飛。

Jim: What time does it arrive in Mexico City?

什麼時候到達 Mexico City？

Clerk: It arrives at 6:45 p.m.

六點三刻到達。

NOTES

應注意事項

1. The adjective "heavy/light" can be used to describe meals in English. The literal translation in Chinese is shown on the right.

一、英文的形容詞 "heavy/light" 能用來形容日常的飲食。這兩個字的直譯是"重/輕"，在這課裡，譯作"豐富的/簡單的"（飲食）

2. The reading of a flight schedule.

二、看飛機時刻表：

FLIGHT 班次	DESTINATION 到達地點	DEPARTURE 起飛時間	ARRIVAL 到達時間	GATE 上下機門號
42	Mexico City	3:25 P.M.	6:45 P.M.	33
84	Tokyo	5:55 P.M.	8:20 A.M.	36
21	Manila	8:45 P.M.	6:55 A.M.	34
45	Hong Kong	4:40 P.M.	10:10 P.M.	35
97	Seoul	7:20 A.M.	9:45 A.M.	32

3. Note the preposition before a clock time in English.

Example:

"at 3:25"

三、注意英文在時間之前通常有一個介詞。如左面的例子譯為"三點二十五分"。

4. Learn the following idiomatic expressions in this lesson:

四、注意下列本課裡的成語：

on a diet	節食
May I help you?	你要些什麼嗎？（直譯是："我能幫你嗎？"）

Los Angeles Unified School District
Asian Project - ABE
AP-212363

LESSON TWENTY-THREE - LESSON GUIDE
SECTION I: Does This Bus Go Downtown?
SECTION II: Where Do You Go on Weekends?

LESSON TWENTY-THREE

OBJECTIVES

Listening Comprehension: Student will be able to identify bus line directions and destinations.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify the lesson items.
2. Carry on conversations about taking the bus.
3. Talk about where he goes on weekends.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	Where do you go on weekends?	Take bus 83 going east (on Wilshire).
	What bus do I take?	
Review:	Does this bus go to the beach?	Yes, it does/No, it doesn't.
	Does she need a transfer?	Yes, she does/No, she doesn't.
	Where do you want to go?	I want to go downtown.
	What do you do at the market?	I buy food.
		This bus is going east/downtown.

INSTRUCTIONAL AIDS

Drill pictures: P183 - Dialogue (Does this bus go downtown?) Also: P72-79 - locations
P184 - Facial diagram: /p/
P185 - Facial diagram: /f/
P186 - Pronunciation: pan - fan
P172 - Dialogue (Where do you go on weekends?) (They go to the beach)

Transparencies: T85 - a bus map
T86 - Dialogue (Does this bus go downtown?)
T87 - Pronunciation: /p/ - /f/ (pan - fan)
T88 - Dialogue (Where do you go on weekends?)
Also: T28 - locations

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

- -

CULTURAL AND STRUCTURAL NOTES

1. The English word "bus" has become a popular loan word in many parts of the world. The Cantonese pronounce the word as "basi," the Japanese and Koreans as "basu," and the Spanish and Tagalog speakers as /bus/.

2. Note the different word orders:

English	bus	(number)	83			or the (number) 83 bus
Chinese			83	number	bus	
Japanese			83	number	bus	
Korean			83	number	bus	
Tagalog	bus	number	83			
Spanish	bus	number	83			

3. The transfer and zone system of many American bus lines will need to be pointed out to the students whose countries do not provide this service (China and Korea, for example).

4. The Asians and Latins have a tendency to use a preposition before the word "downtown," as the adverbial usage of the word is unknown to them. They will want to say, for example:

   *She works at/in downtown.

   *This bus is going to downtown.

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Use drill pictures from Lesson 22 as cues for review.

B. Other items for review:

1. "What does he do on his day off?"

2. "Where do they go on weekends?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

Listening

A. Draw a simple map with compass points on the board or show T85 on the overhead.

B. T identifies compass points

- Cl observes

T: (Point to the east.)
That's east.
(etc.)

OBJECTIVE

In this section you will learn to ask and give basic information about taking the bus.

LISTENING COMPREHENSION

C. T identifies directions

- Cl observes

T: (Point to eastbound bus 83)

This bus is going east (on Wilshire).
It's going downtown.
(etc.)

Identifying

A. T names compass points

- Cl / Gr / St > identifies by pointing

B. T cues and asks "yes-no" questions about directions

- Cl / Gr / St > answers

T: (Point to the eastbound bus.)
Is this bus going east/west?

Repeating

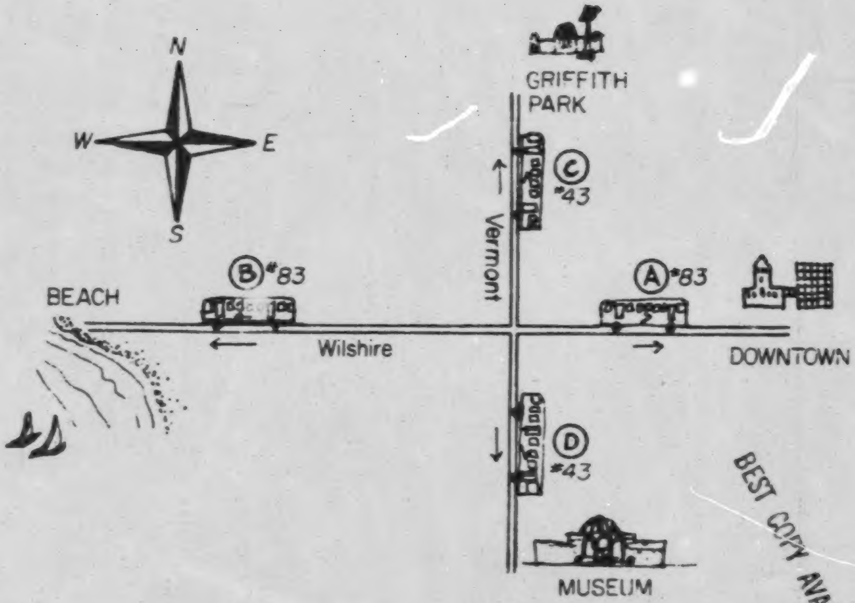
A. T names compass points

- Cl repeats

B. T models directions of buses

- Cl / Gr / St > repeats

T: (Point to southbound bus 43.)
This bus is going south.
It's going to the museum.



A. This bus is going east (on Wilshire).
It's going downtown.

B. This bus is going west (on Wilshire).
It's going to the beach.

C. This bus is going north (on Vermont).
It's going to Griffith Park.

D. This bus is going south (on Vermont).
It's going to the museum.

THE DIALOGUE

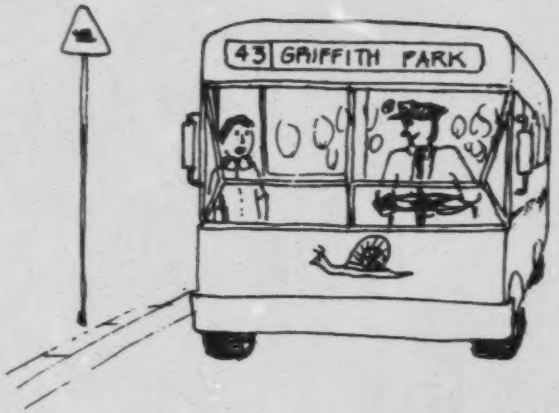
A. Show dialogue picture P183 or T86. Introduce the characters and show the setting on the map (on Vermont, near the museum).

B. Present the dialogue following the usual procedure.

C. Show dialogue on the board or overhead for reading lesson.

[NOTE: Use the map to explain the concept of "transfer."]

THE DIALOGUE



Mrs. Kim: Does this bus go downtown?

Driver: No, it doesn't. Where do you want to go?

Mrs. Kim: To Wilshire and Grand. What bus do I take?

Driver: Take this bus to Wilshire. Then take bus 83 (going east).

Mrs. Kim: All right. Give me a transfer, please.

PRACTICE

"Does this bus go downtown?"

A. Substitution Drill

T: Does this bus go downtown?
to the beach
to Wilshire and Grand
(etc.)

PRACTICE

"Does this bus go downtown?"

B. Question and Answer Drill

T cues, using map:

Gr ╲ St ⟶ asks - Gr ╲ St ⟶ answers

"I want to go downtown"

A. Substitution Drill

T: I want to go downtown.
to the beach
to Wilshire and Grand
(etc.)

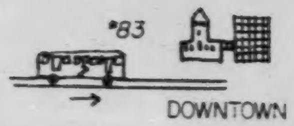
OPTIONAL DRILL

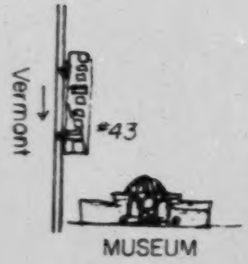
T: Where do you want to go?
he
they
(etc.)

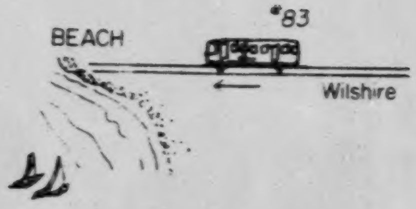
B. Question and Answer Drill

T cues with destinations:

Gr ╲ St ⟶ asks - Gr ╲ St ⟶ answers







1. S-1: Does this bus go downtown?
S-2: Yes, it does.

2. S-1: Does this bus go to Wilshire and Grand?
S-2: No, it doesn't.

3. S-1: Does this bus go to the museum?
S-2. No, it doesn't.

"I want to go downtown"

"Take bus 83"

A. Substitution Drill

T: Take bus 83 going east.
west

Take bus 43 going south.
north

B. Answer Drill

T asks - Gr
St ↘ answers

T: What bus do I take?

- -

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

[NOTE: Tell students to imagine themselves at the corner of Wilshire and Vermont.]

OPTIONAL ACTIVITY

Have students ask each other what bus they take to school.

S-1: What bus do you take to school?
S-2: I take bus ____.

GRIFFITH PARK

4. S-1: Where do you want to go?
S-2: I want to go downtown.

5. S-1: Where do they want to go?
S-2: They want to go to the park.

6. S-1: Where does he want to go?
S-2: He wants to go to the beach.

MINI-DIALOGUES

1. S-1: I want to go to Griffith Park.
What bus do I take?
S-2: Take bus 43 (going north on Vermont).

2. S-1: I want to go to the museum.
What bus do I take?
S-2: Take bus 43 (going south on Vermont).

READING

[NOTE: Distribute the student leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

READING

A. Read the sentences about bus directions on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogue on page 3.

D. Read:

Yoko Takata

Yoko Takata is a student from Japan. She lives in Los Angeles. She takes the bus to school every day. She takes bus 83 going east on Wilshire. She takes bus 91 going north on Hill.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write questions and answers about the Reading.

1. Is Yoko a student?

____

2. ______________________________

She is from Japan.

3. What bus does she take on Wilshire?

____

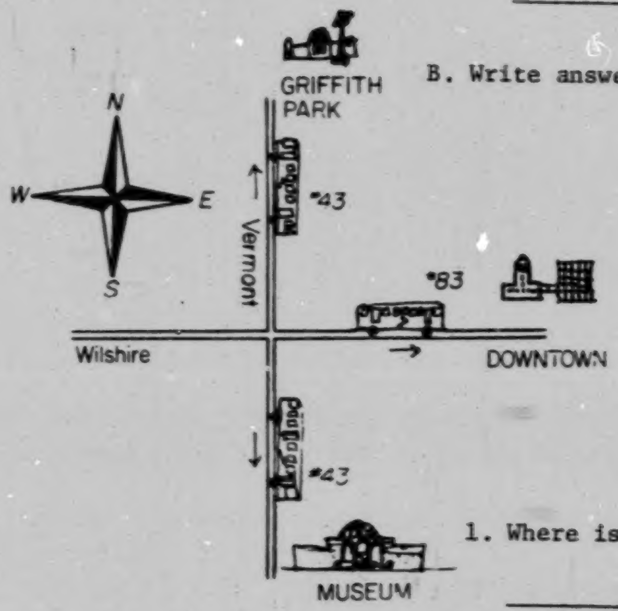
4. ______________________________ on Hill?

She takes bus 91.

5. Does she need a transfer?

____

B. Write answers to the questions about the map.


N
W
E
S
GRIFFITH PARK
Vermont
#43
#83
Wilshire
DOWNTOWN
#43
MUSEUM

1. Where is bus 83 going?

____

2. Is bus 83 going east?

____

3. What bus goes to Griffith Park?

____

SECTION II: WHERE DO YOU GO ON WEEKENDS?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. T shows "pan" and "fan" (P186 or T87) and models.
2. Label "pan" #1 and "fan" #2. Have students hold up 1 or 2 fingers as you say the words.
3. T models - Cl
   Gr > repeats
   St
4. Have students say the proper word as you point to a picture.
5. Using facial diagrams (P184,185 or T87), point out the relative position of the lips and the upper teeth in making these sounds.
6. T models exercise - Cl
   Gr > repeats
   St

SECTION II: WHERE DO YOU GO ON WEEKENDS?

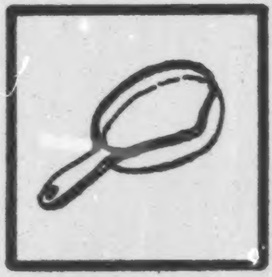
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

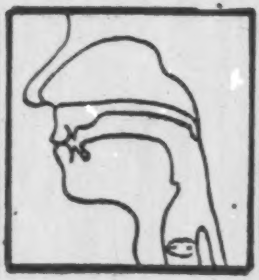
In this section you will:

1. Practice pronunciation.
2. Learn to talk about where you go and what you do at certain times.

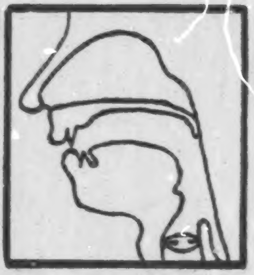
PRONUNCIATION



pan



/p/



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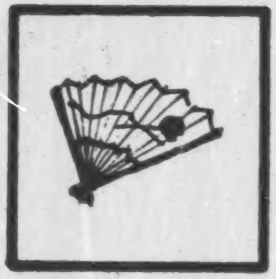


fan

a pan
It's a pan.
Give me a pan.

a fan
It's a fan.
Give me a fan.

THE DIALOGUE

Preliminary Activity

Ask students what they do on weekends. Help them to answer with new or old vocabulary.

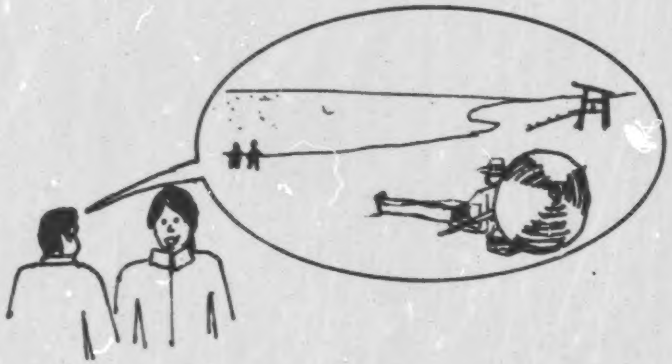
Presenting the Dialogue

A. Show dialogue picture P172 (T88) and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show the dialogue on the board or overhead for the reading lesson.

THE DIALOGUE



Yoko Takata and Mario Gomez are friends.

They are talking about their weekends.

Yoko: Where do you go on weekends?

Mario: I go to the beach.

Yoko: What do you do at the beach?

Mario: I lie in the sun and watch the children.

PRACTICE

[NOTE: Cue with location pictures (P72-79 or T28) for all drills.]

"I go to the beach"

Answer Drill

T cues and asks - Cl
Gr answers
St

T: Where do you go on Mondays?
S: I go to the beach.

PRACTICE

"Where do you go on weekends?"

A. Substitution Drills

1. T: Where do you go on weekends?
   Tuesdays
   Sundays
   (etc.)
2. T: Where do you go on Fridays?
   he
   they
   (etc.)

B. Question and Answer Drill

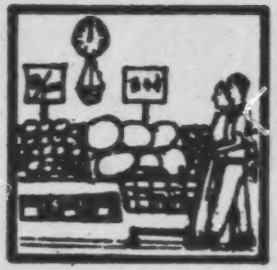
Gr ↘ asks - Gr ↘ answers
St ↗ St ↗

"What do you do at the laundromat?"

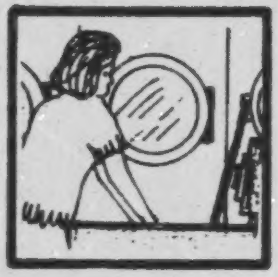
A. Substitution Drill

T: What do you do at the laundromat?
beach
market
bank
(etc.)

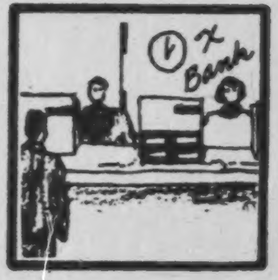
"Where do you go on weekends?"



1. S-1: Where do you go on weekends?
S-2: I go to the market.



2. S-1: Where do you go on Mondays?
S-2: I go to the laundromat.



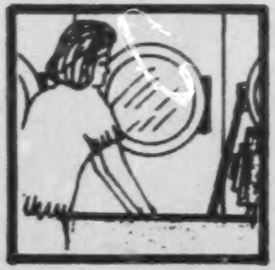
3. S-1: Where do you go on Fridays?
S-2: I go to the bank.

"What do you do at the laundromat?"

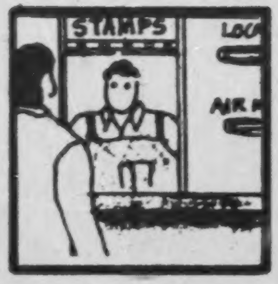
B. Question and Answer Drill

Help students develop new vocabulary in describing their activities at each of the locations.

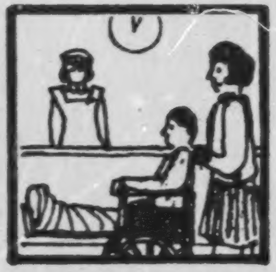
T, Gr, St > asks - Cl, Gr, St > answers



4. S-1: What do you do at the laundromat?
S-2: I wash clothes.



5. S-1: What do you do at the post office?
S-2: I mail letters.



6. S-1: What do you do at the hospital?
S-2: I visit friends.

MINI-DIALOGUES

Cue with location pictures and help students carry on short conversations.

MINI-DIALOGUES

1. S-1: Where do you go on weekends?
S-2: I go to the airport.

S-1: What do you do there?
S-2: I watch the airplanes.

2. S-1: Where does she go on Wednesdays?
S-2: She goes to the department store.

S-1: What does she do there?
S-2: She looks at dresses.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the Practice exercises on page 6.

B. Read the Mini-dialogues on page 7.

C. Read:

Mr. Gomez at the Beach

Mr. Gomez likes hot weather. In the summer he goes to the beach every weekend. He walks. He lies on the beach. He reads a book. Sometimes he watches the girls, too.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

A. Answer the questions about the reading.

1. Where does Mr. Gomez go in the summer?

____

2. What does he like?

____

3. Does he lie on the beach?

____

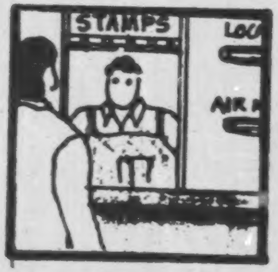
4. Does he read a book?

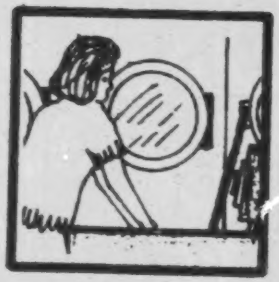
____

5. What else does he do at the beach?

____

B. Write the questions or answers.





1. Where do you go on Mondays?

____

What do you do at the ____

____

2. ______________ on Fridays?

I go to the ___________

What __________________

I wash clothes.

Los Angeles Unified School District
Asian Project - ABE
AP-202363

LESSON TWENTY-THREE - LESSON GUIDE
SECTION I: Does This Bus Go Downtown?
SECTION II: Where Do You Go on Weekends?

LESSON TWENTY-THREE

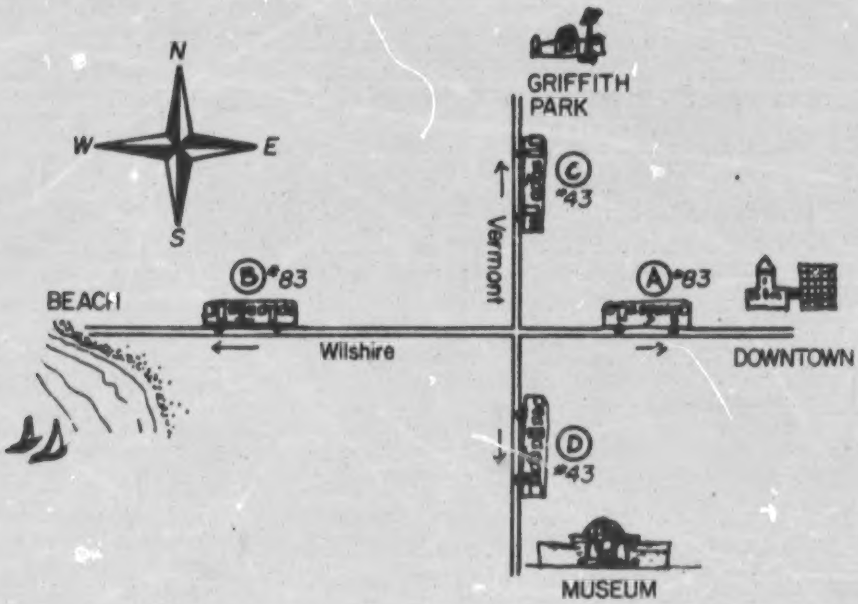
SECTION I: DOES THIS BUS GO DOWNTOWN?

OBJECTIVE

In this section you will learn to ask and give basic information about taking the bus.

- -

LISTENING COMPREHENSION



A. This bus is going east (on Wilshire).
It's going downtown.

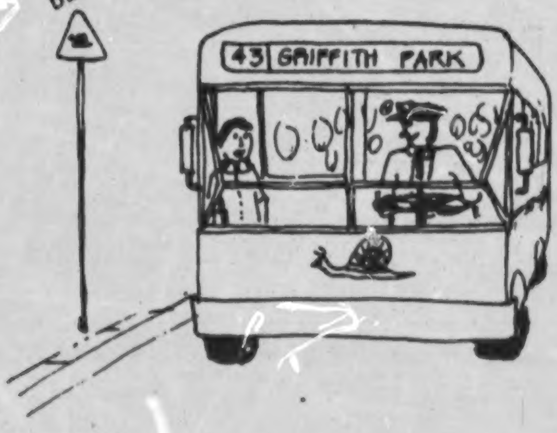
B. This bus is going west (on Wilshire).
It's going to the beach.

C. This bus is going north (on Vermont).
It's going to Griffith Park.

D. This bus is going south (on Vermont).
It's going to the museum.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE


43 GRIFFITH PARK

Mrs. Kim: Does this bus go downtown?

Driver: No, it doesn't. Where do you want to go?

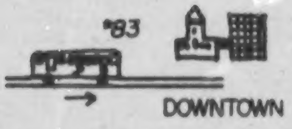
Mrs. Kim: To Wilshire and Grand. What bus do I take?

Driver: Take this bus to Wilshire. Then take bus 83 (going east).

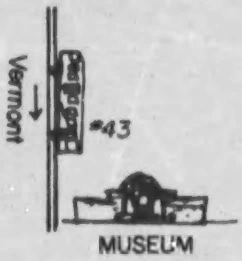
Mrs. Kim: All right. Give me a transfer, please.

PRACTICE

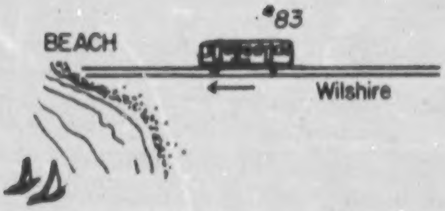
"Does this bus go downtown?"


#83
DOWNTOWN

1. S-1: Does this bus go downtown?
   S-2: Yes, it does.


Vermont
#43
MUSEUM

2. S-1: Does this bus go to Wilshire and Grand?
   S-2: No, it doesn't.


#83
BEACH
Wilshire

3. S-1: Does this bus go to the museum?
   S-2: No, it doesn't.

"I want to go downtown"

GRIFFITH
PARK

4. S-1: Where do you want to go?
   S-2: I want to go downtown.

5. S-1: Where do they want to go?
   S-2: They want to go to the park.

6. S-1: Where does he want to go?
   S-2: He wants to go the beach.

MINI-DIALOGUES

1. S-1: I want to go Griffith Park. What bus do I take?
   S-2: Take bus 43 (going north on Vermont).

2. S-1: I want to go to the museum. What bus do I take?
   S-2: Take bus 43 (going south on Vermont).

READING

A. Read the sentences about bus directions on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on this page.

D. Read:

Yoko Takata

Yoko Takata is a student from Japan. She lives in Los Angeles. She takes the bus to school every day. She takes bus 83 going east on Wilshire. She takes bus 91 going north on Hill.

WRITING

A. Write questions and answers about the Reading.

1. Is Yoko a student?

____

2. ____

She's from Japan.

3. What bus does she take on Wilshire?

____

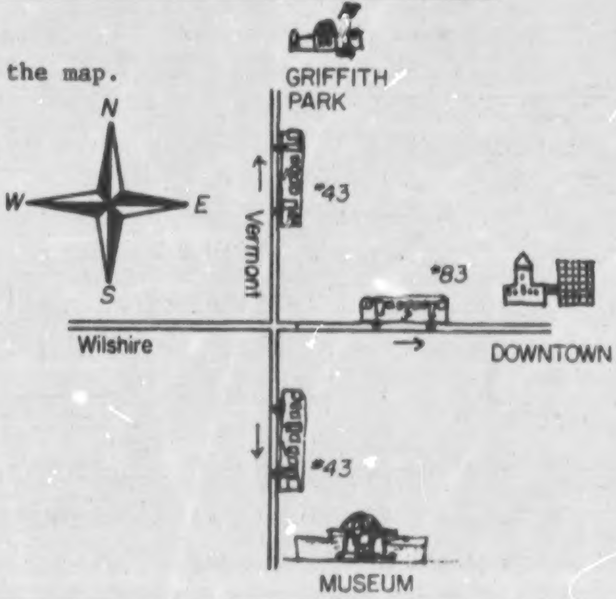
4. ____________________________________ on Hill?

She takes bus 91.

5. Does she need a transfer?

____

B. Write answers to the questions about the map.


GRIFFITH PARK
N
W
E
S
#43
Vermont
#83
Wilshire
DOWNTOWN
#43
MUSEUM

1. Where is bus 83 going?

____

2. Is bus 83 going east?

____

3. What bus goes to Griffith Park?

____

- -

SECTION II: WHERE DO YOU GO ON WEEKENDS?

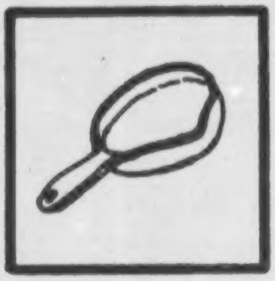
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

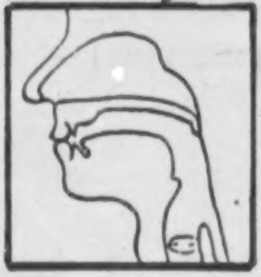
In this section you will:

1. Practice pronunciation.
2. Learn to talk about where you go and what you do at certain times.

PRONUNCIATION



pan



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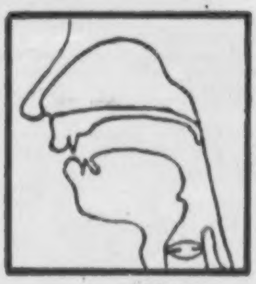

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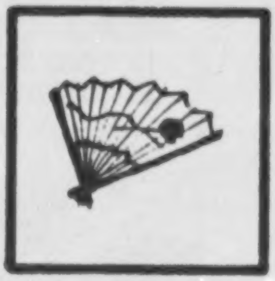


fan

a pan

It's a pan.

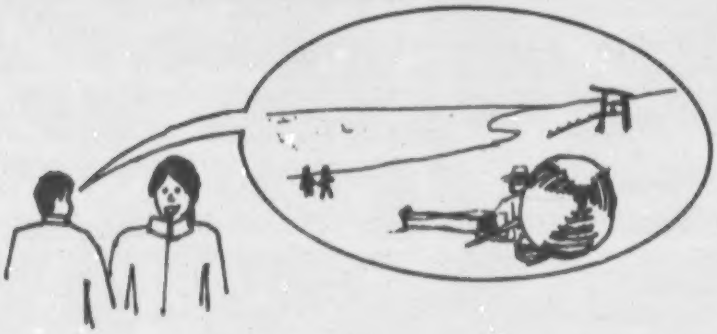
Give me a pan.

a fan

It's a fan.

Give me a fan.

THE DIALOGUE



Yoko Takata and Mario Gomez are friends. They are talking about their weekends.

Yoko: Where do you go on weekends?

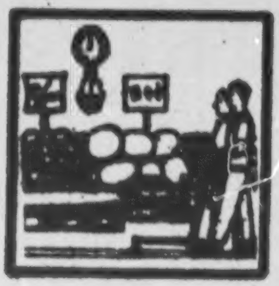
Mario: I go to the beach.

Yoko: What do you do at the beach?

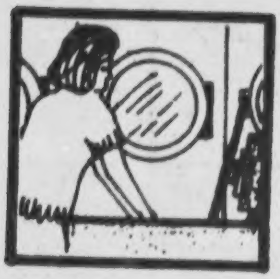
Mario: I lie in the sun and watch the children.

PRACTICE

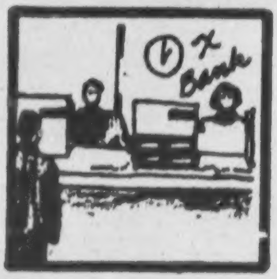
"Where do you go on weekends?"



1. S-1: Where do you go on weekends?
   S-2: I go to the market.

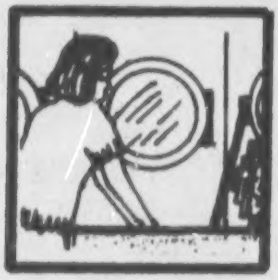


2. S-1: Where do you go on Mondays?
   S-2: I go to the laundromat.

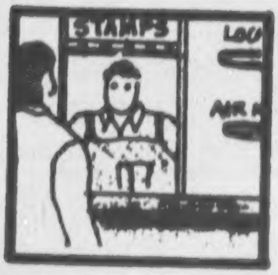


3. S-1: Where do you go on Fridays?
   S-2: I go to the bank.

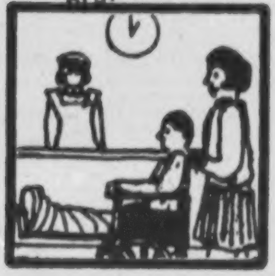
"What do you do at the laundromat?"



4. S-1: What do you do at the laundromat?
   S-2: I wash clothes.



5. S-1: What do you do at the post office?
   S-2: I mail letters.



6. S-1: What do you do at the hospital?
   S-2: I visit friends.

MINI-DIALOGUES

1. S-1: Where do you go on weekends?
   S-2: I go to the airport.
   S-1: What do you do there?
   S-2: I watch the airplanes.

2. S-1: Where does she go on Wednesdays?
   S-2: She goes to the department store.
   S-1: What does she do there?
   S-2: She looks at dresses.

READING

A. Read the Practice exercises on page 6.

B. Read the Mini-dialogues on this page.

C. Read:

Mr. Gomez at the Beach

Mr. Gomez likes hot weather. In the summer he goes to the beach every weekend. He walks. He lies on the beach. He reads a book. Sometimes he watches the girls, too.

WRITING

A. Answer the questions about the reading.

1. Where does Mr. Gomez go in the summer?

   ____

2. What does he like?

   ____

3. Does he lie on the beach?

____

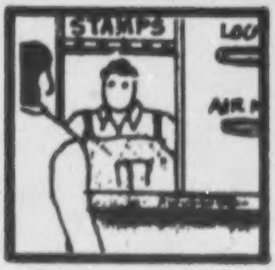
4. Does he read a book?

____

5. What else does he do at the beach?

____

B. Write the questions or answers.

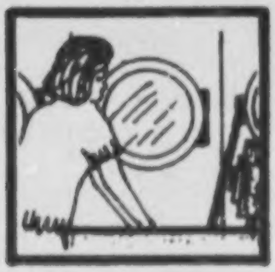


1. Where do you go on Mondays?

____

What do you do at the ______________

____



2. ______________________ on Fridays?

I go to the ______________________

What ______________________________

I wash clothes.

LESSON TWENTY-THREE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with bus route maps and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "yes-no" questions with bus directions. (Does this bus go to the museum?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (Yes, it does/No, it doesn't.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "where" questions. (Where do you want to go?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (I want to go to the beach.)	1 2 3 4 5	1 2 3 4 5
5. Where does she get on the bus? (She gets on at Western and Wilshire.)	1 2 3 4 5	1 2 3 4 5
6. What bus do you take? (I take bus 83 going east on Wilshire.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. The bus is going west.
2. She wants to go to the beach.
3. She's getting on the bus.
4. Take bus 43 going north on Vermont.
5. It's a pan.
6. Does this bus go to the beach?
7. Does she need a transfer to go downtown?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

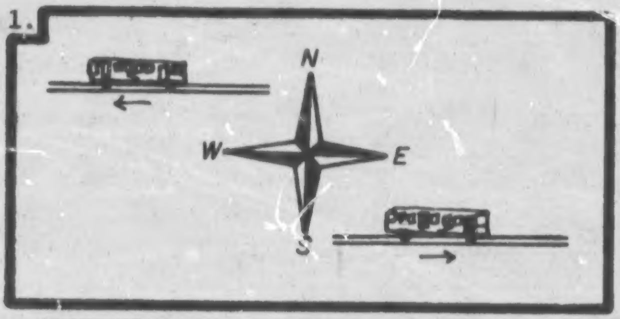
LESSON TWENTY-THREE: STUDENT EVALUATION FORM

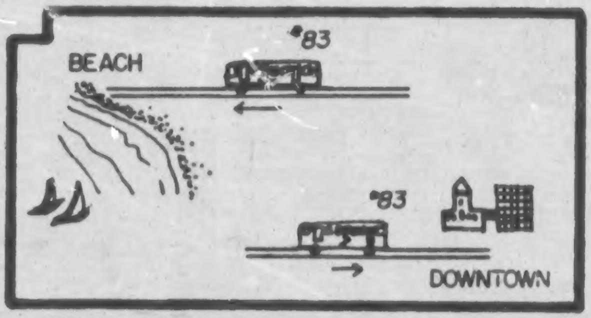
I. Oral Exercise

II. LISTENING COMPREHENSION

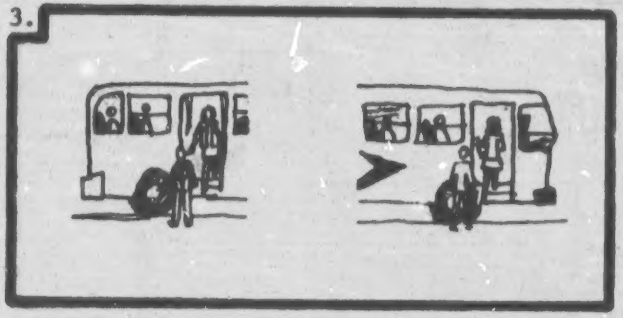
Directions: Listen to the teacher. Circle the correct answer.

1.

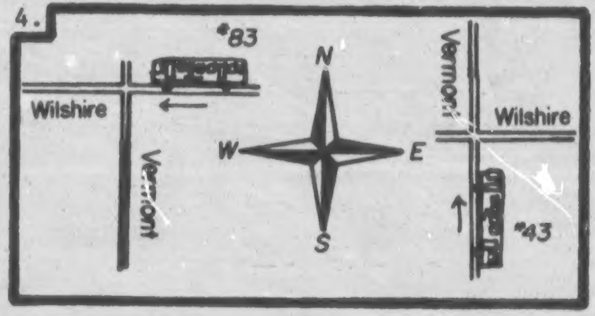



#83
BEACH
#83
DOWNTOWN

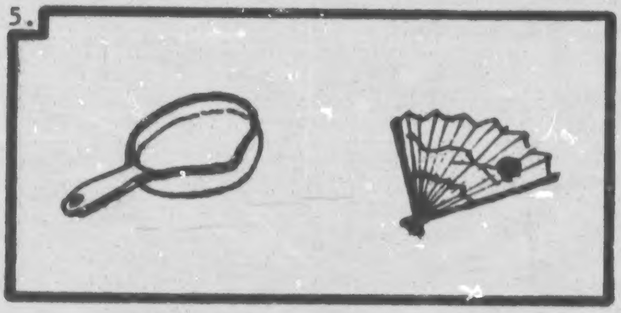
3.



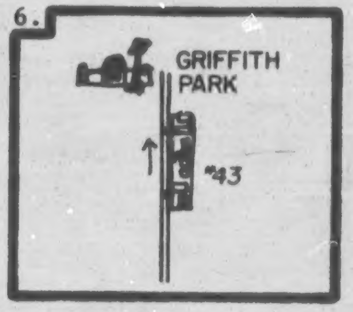
4.


#83
N
Vermont
Wilshire
Wilshire
W
E
Vermont
S
#43

5.



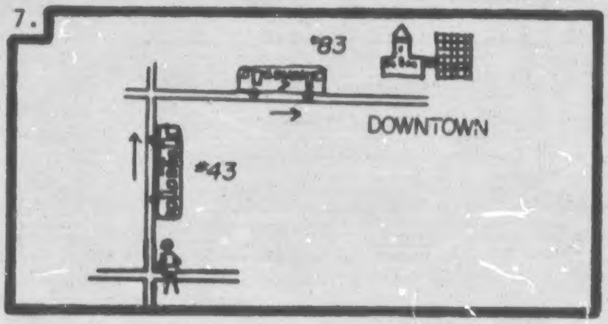
6.


GRIFFITH PARK
#43

Yes, it does.

No, it doesn't.

7.

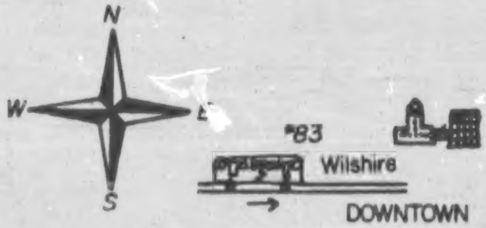

#83
DOWNTOWN
#43

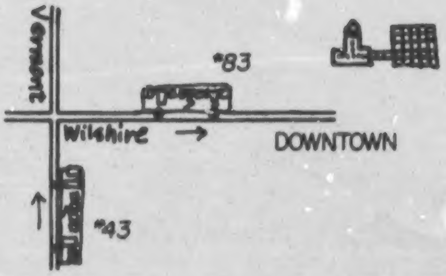
Yes, she does.

No, she doesn't.

III. READING

Directions: Circle the correct answers.


N
W
E
S
#83
Wilshire
DOWNTOWN

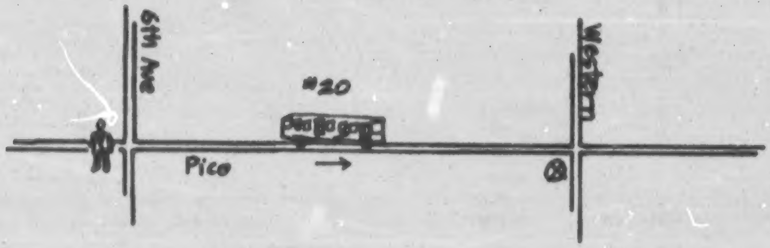

Vermont
#83
Wilshire
DOWNTOWN
#43

1. This bus is going downtown. It's going ____________ on Wilshire.

   north
   west
   east

2. She takes bus 43 on Vermont. Then she takes bus 83 on Wilshire. She ________ a transfer.

   needs
   doesn't need
   need


6th Ave
#20
Pico
Western

3. He ______________ the bus at 6th Avenue and Pico.

   get on
   gets on
   gets off

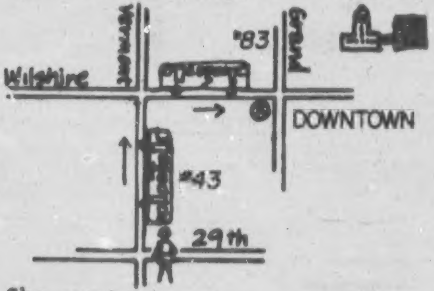
4. He _____________ the bus at Pico and Western.

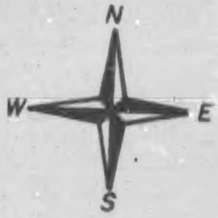
   get off
   gets on
   gets off

- -

IV. WRITING

Directions: Copy the correct words in the blanks.


Wilshire
Vermont
#83
Grand
DOWNTOWN
#43
29th



Words to Copy

to the beach
downtown
west
east
transfer
gets off
gets on

1. She wants to go ____________________________________
2. She ________________ bus 43 at 29th and Vermont.
3. She needs a __________________________________
4. Bus 83 is going ____________________ on Wilshire.
5. She ________________ bus 83 at Wilshire and Grand.

LESSON TWENTY-THREE

第二十三課

SECTION I: DOES THIS BUS GO DOWNTOWN?

第一節：這輛公共汽車到市中心去嗎？

OBJECTIVE

In this section you will learn to ask and give basic information about taking the bus.

學習目標： 在這一節裡，你要學習有關坐公共汽車的一些基本問答。

THE DIALOGUE

對話

Mrs. Kim:	Does this bus go downtown?	這部公共汽車到市中心去嗎？
Driver:	No, it doesn't. Where do you want to go?	不去。你要到那裡？
Mrs. Kim:	To Wilshire and Grand. What bus do I take?	到 Wilshire 和 Grand（交口）。我應坐幾號公共汽車呢？
Driver:	Take this bus to Wilshire. Then take bus 83 (going east).	坐這部車到 Wilshire，然後坐往東走的八十三號公共汽車。
Mrs. Kim:	All right. Give me a transfer, please.	好的。請你給我一張轉車券。

SECTION II: WHERE DO YOU GO ON WEEKENDS?

第二節：你週末到那裡去？

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn to talk about where you go and what you do at certain times.

在這一節裡，你們要：

一、練習發音。

二、學習談論在不同時間裡你們要到那裡去和做些什麼事的問答。

THE DIALOGUE

對話

Yoko Takata and Mario Gomez are friends. They are talking about their weekends.

Yoko Takata 和 Mario Gomez 是朋友。他們談論他們的週末活動。

Yoko:	Where do you go on weekends?	你週末都到那裡去了？
Mario:	I go to the beach.	我到海灘去。
Yoko:	What do you do at the beach?	你在海灘做些什麼？
Mario:	I lie in the sun and watch the children.	我躺下晒々太陽和看々小孩子。

NOTES

1. In the United States, one can get a transfer if he needs to take more than one bus to go to a certain destination. The transfer can be purchased from the bus driver for a small fee. In some cities there is no charge.

2. The word "downtown" is used as an adverb in the sentences like

   "This bus is going downtown."

   "She works downtown." No preposition is needed.

應注意事項

一、在美國，如果你要轉車到某一地點，可以購買轉車券。這種券價錢便宜，可以在上車時向司機購買。有的城市，轉車不另付款。

二、"downtown" 在左列句子裡用作副詞，所以不需要用介詞（如 at, in 或 to）。第一句譯作"這部公共汽車開到市中心去。" 第二句是："她在市中心工作。"

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Asian Project - ABE
AP-212463

LESSON TWENTY-FOUR - LESSON GUIDE
SECTION I: I Want to Get a Letter
SECTION II: It's on Hill Street

LESSON TWENTY-FOUR

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify common feelings presented in the lesson.
2. Identify street locations of some common places of business.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify the feelings presented in the lesson.
2. Ask "what" and "yes-no" questions to elicit above information.
3. Carry on conversations about what he wants to do about these feelings.
4. Discuss the street locations of some common places of business.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: It's on Olive Street/on the corner of Second and Olive.

Review:

Are you homesick?	Yes, I am/No, I'm not.
What's the matter?	I'm warm/cold.
What do you want to get?	I want to get a letter.
Where's the bank/bakery?	

INSTRUCTIONAL AIDS

Drill pictures:
P187 - I'm cold
P188 - I'm warm
P189 - I'm homesick
P190 - Dialogue (I want to get a letter)
P191 - Pronunciation: a curb and a curve

Also: P132-133 - I'm hungry/thirsty
P184-185 - Facial diagrams: /b/ and /v/

Transparencies:
T89 - I'm cold, warm, homesick, hungry, thirsty
T90 - Dialogue (I want to get a letter)
T91 - Pronunciation: /b/ - /v/ (curb - curve)
T92 - Map + Dialogue (Where's the department store?)

Student handouts:
Student leaflet
Student evaluation form

Lesson Guides:
Evaluation form

STRUCTURAL NOTES

The English locative prepositions "at," "in," and "on" are expressed by one form in the four Asian languages. These prepositions, therefore, often prove troublesome for the Asian students.

For example:

English	at	the bank
Chinese	'haih'	bank
English	on	Main Street
Chinese	'haih'	main street
English	in	the coffee shop
Chinese	'haih'	coffee shop

SECTION I: I WANT TO GET A LETTER

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Review Lesson 23 with pictures and maps from the lesson.

B. Other items for review:

1. "What does he eat every night?"

2. "Are you on a diet?"

3. "What time does the plane leave?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

A. T acts out the feelings and/or shows pictures P 132-133 and P187-189 or T89.

- Cl listens and observes

B. T acts out feelings

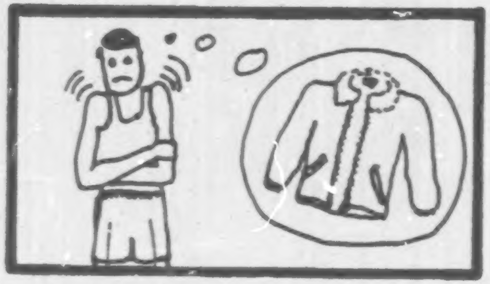
- Cl imitates actions

SECTION I: I WANT TO GET A LETTER

OBJECTIVE

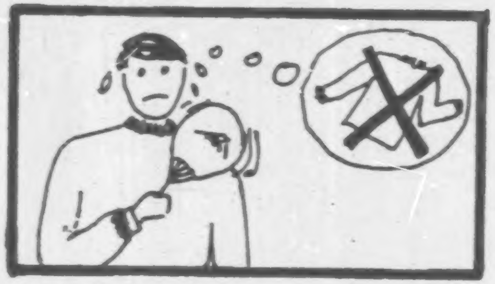
In this section you will learn to ask and answer simple questions about common feelings and about what you want to do about these feelings.

LISTENING COMPREHENSION



I'm cold.

I want to put on a jacket.



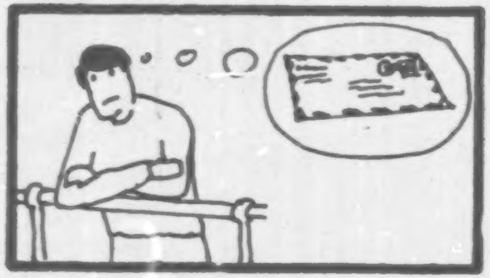
I'm warm.

I want to take off my sweater.

C. T describes a feeling

- Cl acts it out

[NOTE: Explain briefly the meaning of the verb "get" in "get a letter."]



I'm homesick.

I want to get a letter.

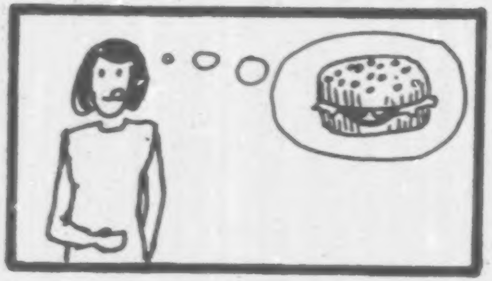
Repeating

T cues and models - Cl
Gr > repeats
St

Identifying

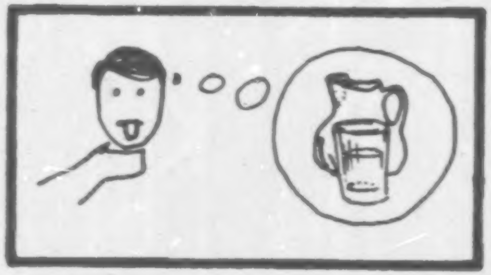
T acts out or shows picture

- Cl
Gr > identifies feeling
St



I'm hungry.

I want to eat a hamburger.



I'm thirsty.

I want to drink some water.

THE DIALOGUE

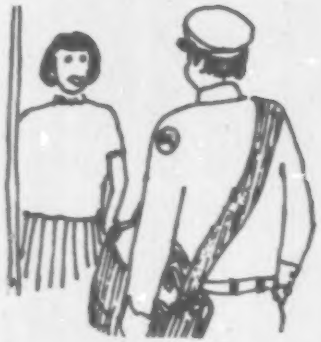
Presenting the Dialogue

A. Show dialogue picture (P190 or T90) and set the scene.

B. Present the dialogue following the usual procedure.

C. Show the dialogue on the board or overhead for reading lesson.

THE DIALOGUE



Miss Takata: Do you have a letter for me today?

Mailman: No, I don't. I'm sorry.

Miss Takata: Oh, dear. I want to get a letter from my family.

Mailman: Are you homesick?

Miss Takata: Yes, I am.

PRACTICE

[NOTE: Cue with pictures and/or gestures for all drills.]

"I'm warm"

A. Answer Drill

T cues and asks - $\left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ answers

T: What's the matter?
(Show picture or act out feeling warm.)

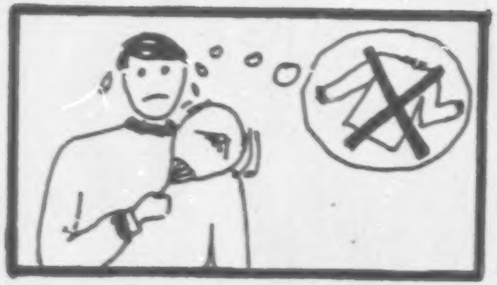
S: I'm warm.

PRACTICE

"I'm warm"

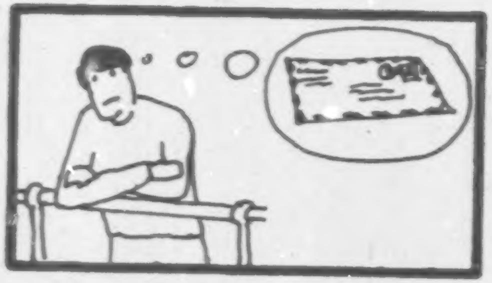
B. Question and Answer Drill

T cues: Gr/St > asks - St answers



1. S-1: What's the matter?

   S-2: I'm warm.



2. S-1: What's the matter?

   S-2: I'm homesick.

OPTIONAL ACTIVITY: Have students ask each other questions using the ailment pictures from Lesson 11 (P98-101 or T41).

* * *

3. S-1: What's the matter?

   S-2: I'm thirsty.

4. S-1: What's the matter?

   S-2: I'm cold.

"I want to get a letter"

Answer Drill

T cues and asks

- Cl/Gr/St > answers

T: What do you want to get?
S: I want to get a letter.

"What do you want to eat?"

A. Substitution Drill

T: What do you want to get?
drink
eat
put on
take off

B. Question and Answer Drill

T cues: Gr/St > asks - St answers

OPTIONAL ACTIVITIES: Give verbal cues of familiar vocabulary. Have students ask "what" questions with eat, drink, put on, take and take off.

"Yes, I am/Yes, I do"

Answer Drills

T cues and asks - Cl/Gr/St > answers

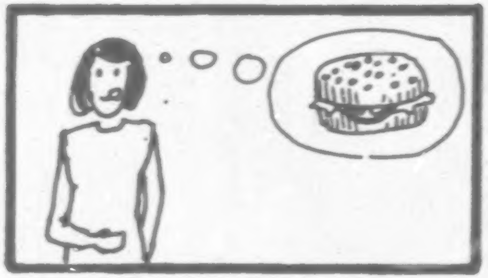
T: Are you cold?
Do you want to put on a jacket?

"Are you cold?"

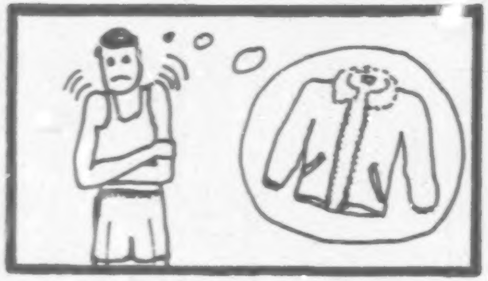
Substitution Drill

T: Are you cold?
homesick?
(etc.)

"What do you want to eat?"



5. S-1: What do you want to eat?
S-2: I want to eat a hamburger.



6. S-1: What do you want to put on?
S-2: I want to put on a jacket.

* * *

7. S-1: What do you want to drink?
S-2: I want to drink some water.

8. S-1: What do you want to take off?
S-2: I want to take off my sweater.

"Do you want to put on a jacket?"

Substitution Drill

T. Do you want to put on a jacket?
receive a letter?
drink some water?
(etc.)

MINI-DIALOGUES

T cues with pictures or gestures and sets patterns:

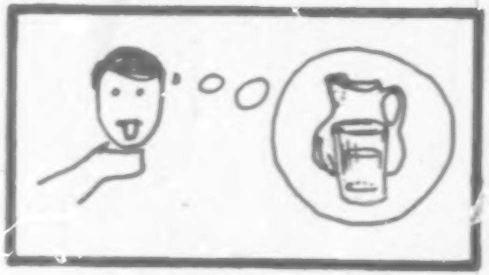
St asks - St answers

READING

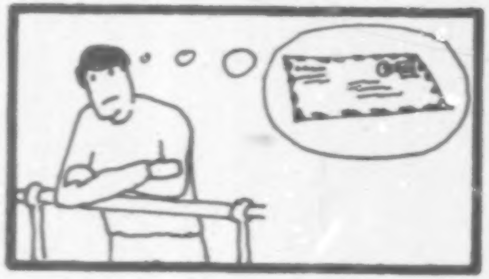
[NOTE: Have students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

MINI-DIALOGUES



1. S-1: What's the matter?
S-2: I'm thirsty.
S-1: What do you want to drink?
S-2: I want to drink some water.



2. S-1: Are you homesick?
S-2: Yes, I am.
S-1: Do you want to get a letter?
S-2: Yes, I do.

READING

A. Read the sentences about feelings on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

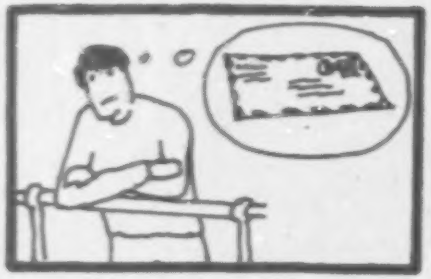
WRITING

Have students follow the directions as noted in the student leaflet

WRITING

Complete the following sentences.

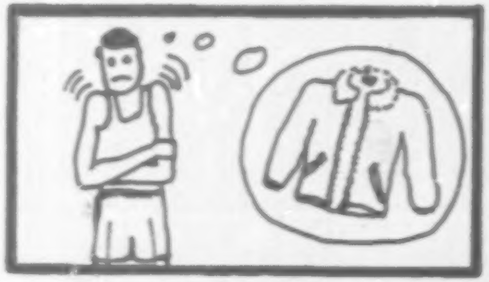
1. What's the matter?



____

What do you want to get?

I __________________________



2. ________________________

Yes, I am.

__________________________ a jacket?

Yes, ____________________

SECTION II: IT'S ON HILL STREET

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: IT'S ON HILL STREET

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

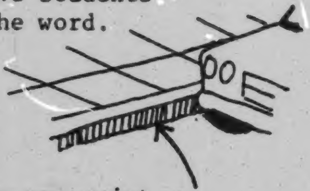
In this section you will:

1. Practice pronunciation.
2. Learn to ask and give street locations.

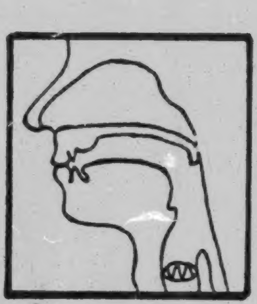
PRONUNCIATION

1. T shows "curb" and "curve" on P191 or T91 and models
   - Cl listens
2. Label "curb" #1 and "curve" #2. Have students hold up 1 or 2 fingers as you say the word.
3. T models - Cl / Gr / St > repeats
4. Have students say the proper word as you point to a picture.
5. Using facial diagrams (P184-185 or T91), point out the relative position of the lips and the upper teeth in making these sounds.
6. T models exercise - Cl / Gr / St > repeats

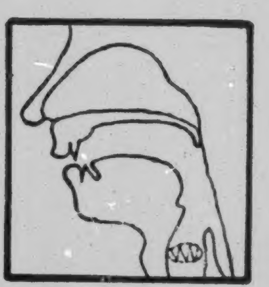
PRONUNCIATION



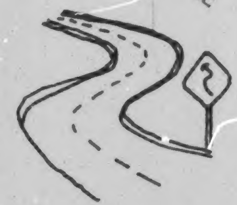
/b/ curb



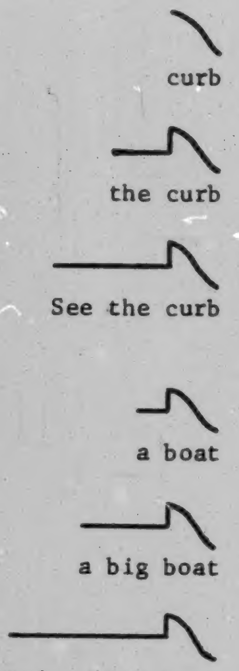
/b/



/v/



/v/ curve



curb

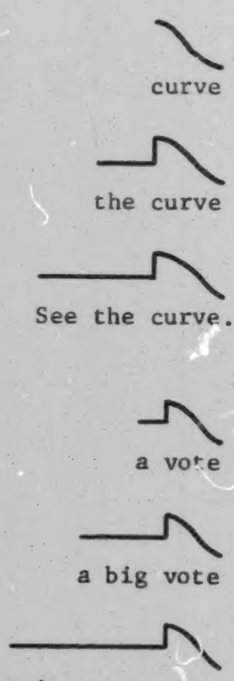
the curb

See the curb

a boat

a big boat

It's a big boat.



curve

the curve

See the curve.

a vote

a big vote

It's a big vote.

LISTENING COMPREHENSION

Listening

Draw a diagram on the board (or use T92) and identify the shops and their locations.

T identifies - Cl listens.

T: This is a bakery.

It's on Olive Street.

Listening and Repeating

T cues and models - Cl / Gr / St > repeats statement

T: Where's the bakery?

It's on Olive Street.

[NOTE: Point out to the students that in referring to a corner location:
(1) the word "Streets" is often omitted.
(2) the numbered street is usually named first, i.e., 1st and Hill, etc.]

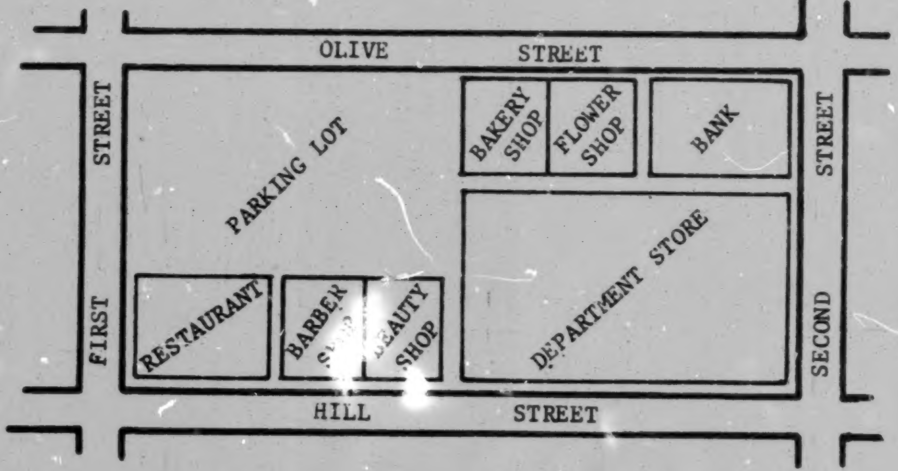
Identifying

T cues and asks - Cl / Gr / St > answers

T: (Point to the coffee shop.)

Where's the coffee shop?

LISTENING COMPREHENSION


OLIVE STREET
FIRST STREET
SECOND STREET
HILL STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
RESTAURANT
BARBER SHOP
BEAUTY SHOP
DEPARTMENT STORE

The barber shop's on Hill Street.

The beauty shop's on Hill Street.

The bakery and the flower shops are on Olive Street.

The restaurant's on the corner of First and Hill.

The department store's on the corner of Second and Hill.

The bank's on the corner of Second and Olive.

The parking lot's on the corner of First and Olive.

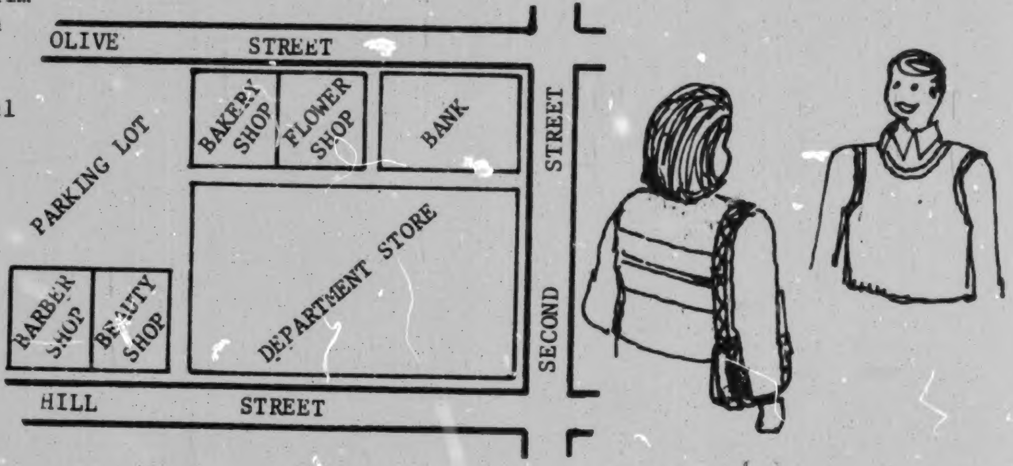
THE DIALOGUE

A. Set the scene for the dialogue: Mrs. Kim and Mr. Jones are discussing a location on the diagram (T92).

B. Present the dialogue following the usual procedure.

C. Show the dialogue on the board or overhead for reading lesson.

THE DIALOGUE


OLIVE STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
BARBER SHOP
BEAUTY SHOP
DEPARTMENT STORE
HILL STREET
SECOND STREET

Mrs. Kim: Where's the department store?
Mr. Jones: It's on the corner of Second and Hill.
Mrs. Kim: Is there a parking lot nearby?
Mr. Jones: Yes, there is.

PRACTICE

"It's on Hill Street"

Substitution Drills

A. T: It's on Hill Street.
Olive Street
(etc.)

B. T: It's on the corner of First and Hill.
Second and Hill
(etc.)

PRACTICE

"Where's the barber shop?"

A. Substitution Drill

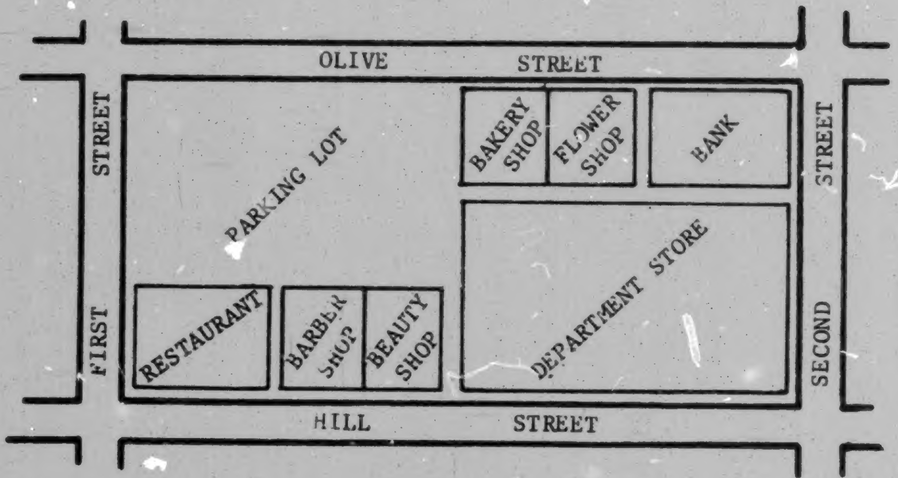
T: Where's the barber shop?
bakery
bank
(etc.)

B. Question and Answer Drill

T cues: Gr / St ↘ asks – Gr / St ↘ answers

OPTIONAL ACTIVITY: Have students ask each other the locations of their apartment, house, bank, school, etc.

"Where's the barber shop?"


OLIVE STREET
FIRST STREET
SECOND STREET
HILL STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
RESTAURANT
BARBER SHOP
BEAUTY SHOP
DEPARTMENT STORE

1. S-1: Where's the barber shop?
S-2: It's on Hill Street.

2. S-1: Where's the bakery?
S-2: It's on Olive Street.

* * *

3. S-1: Where's the restaurant?
S-2: It's on the corner of First and Hill.

4. S-1: Where's the bank?
S-2: It's on the corner of Second and Olive.

MINI-DIALOGUES

T sets pattern and cues:

St asks – St answers

MINI-DIALOGUES

1. S-1: Is the restaurant on Olive Street?
S-2: No, it isn't.
S-1: Where is it?
S-2: It's on the corner of First and Hill.

2. S-1: Where's the bank?
S-2: It's on the corner of Second and Olive.
S-1: Is there a parking lot nearby?
S-2: Yes, there is.

READING

[NOTE: Have the students open their leaflets at this time.]

A. and B. Have students follow the directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

READING

A. Read the locations on page 6.

B. Read the Practice exercises and the Mini-dialogues on page 7.

C. Read:

The Bakery

Maria Gomez works in a bakery. The bakery is on the corner of Second and Olive. There's a parking lot nearby. It's on Second Street.

- -

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions and answers.

1. Where's the bakery?

____

2. ________________________________

It's on the corner of Second and Olive.

3. Is there a parking lot nearby?

____

4. Where's the parking lot?

____

Los Angeles Unified School District
Asian Project - ABE
AP-202463

LESSON TWENTY-FOUR - STUDENT LEAFLET
SECTION I: I Want to Get a Letter
SECTION II: It's on Hill Street

LESSON TWENTY-FOUR

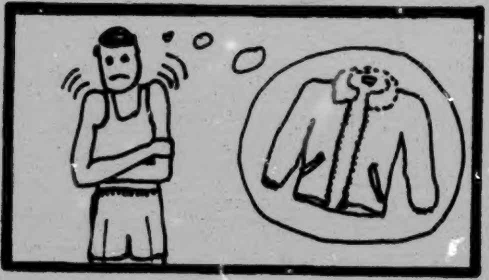
SECTION I: I WANT TO GET A LETTER

OBJECTIVE

In this section you will learn to ask and answer simple questions about common feelings and about what you want to do about these feelings.

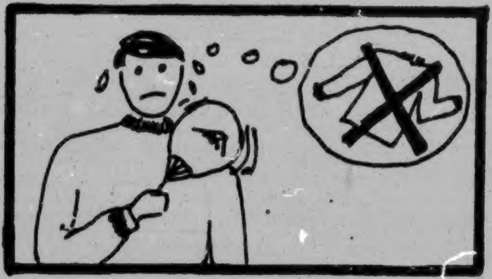
- -

LISTENING COMPREHENSION



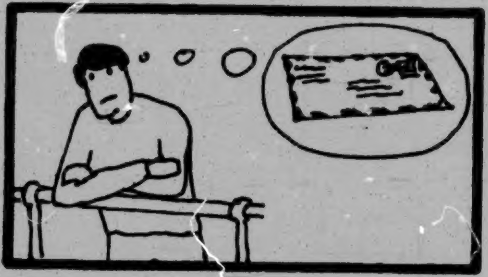
I'm cold.

I want to put on a jacket.



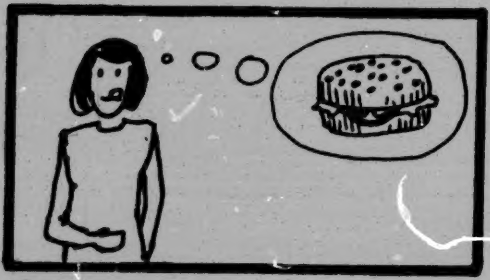
I'm warm.

I want to take off my sweater.



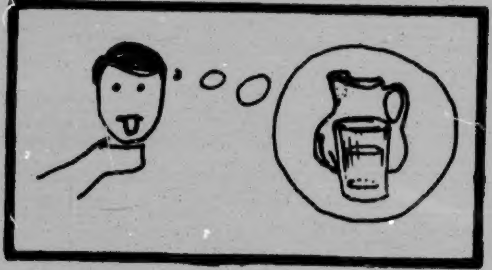
I'm homesick.

I want to get a letter.



I'm hungry.

I want to eat a hamburger.

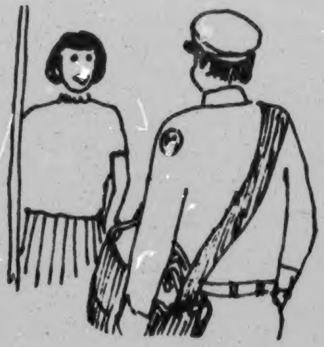


I'm thirsty.

I want to drink some water.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Miss Takata: Do you have a letter for me today?

Mailman: No, I don't. I'm sorry.

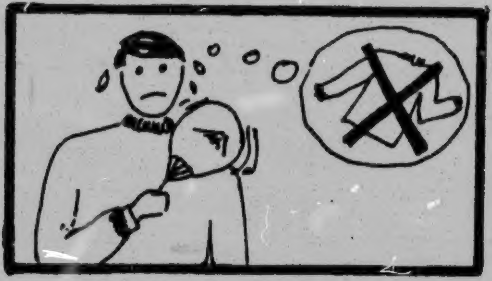
Miss Takata: Oh, dear. I want to get a letter from my family.

Mailman: Are you homesick?

Miss Takata: Yes, I am.

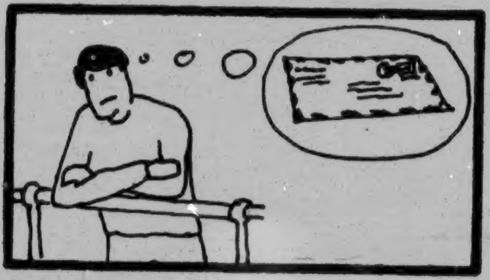
PRACTICE

"I'm warm"



1. S-1: What's the matter?

   S-2: I'm warm.



2. S-1: What's the matter?

   S-2: I'm homesick.

* * *

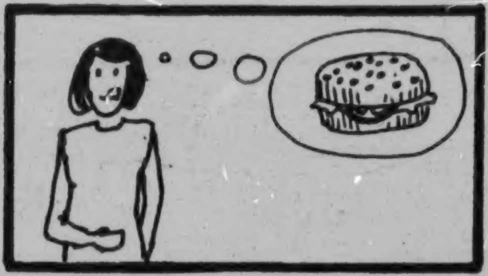
3. S-1: What's the matter?

   S-2: I'm thirsty.

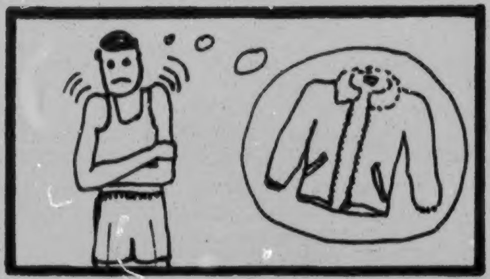
4. S-1: What's the matter?

   S-2: I'm cold.

"What do you want to eat?"



5. S-1: What do you want to eat?
   S-2: I want to eat a hamburger.



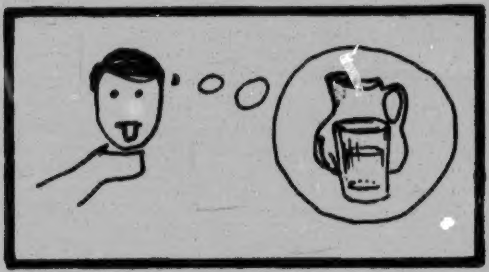
6. S-1: What do you want to put on?
   S-2: I want to put on a jacket.

* * *

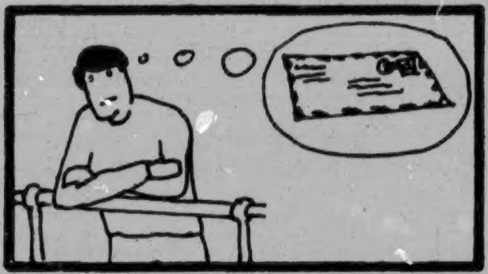
7. S-1: What do you want to drink?
   S-2: I want to drink some water.

8. S-1: What do you want to take off?
   S-2: I want to take off my sweater.

MINI-DIALOGUES



1. S-1: What's the matter?
   S-2: I'm thirsty.
   S-1: What do you want to drink?
   S-2: I want to drink some water.



2. S-1: Are you homesick?
   S-2: Yes, I am.
   S-1: Do you want to get a letter?
   S-2: Yes, I do.

READING

A. Read the sentences about feelings on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on this page.

WRITING

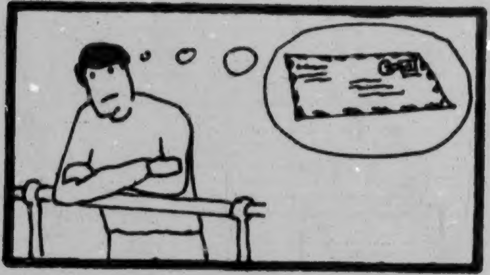
Complete the following sentences.

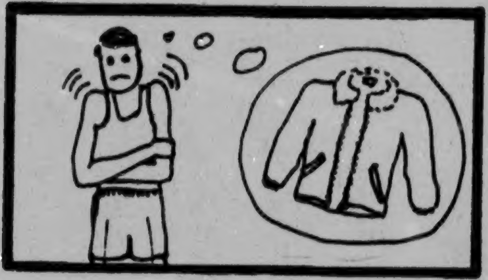
1. What's the matter?

____

What do you want to get?

I ______________________________





2. ______________________________

Yes, I am.

______________________________ a jacket?

Yes, ______________________________

- -

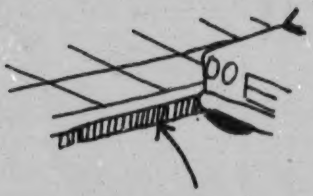
SECTION II: IT'S ON HILL STREET

[NOTE: Put away your leaflet until time for Reading.]

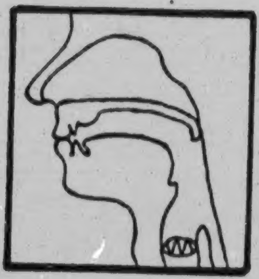
OBJECTIVES

In this section you will:

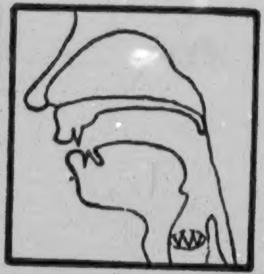
1. Practice pronunciation.
2. Learn to ask and give street locations.



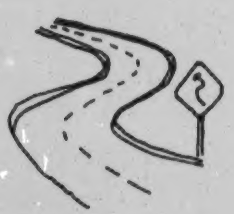
/b/ curb



/b/



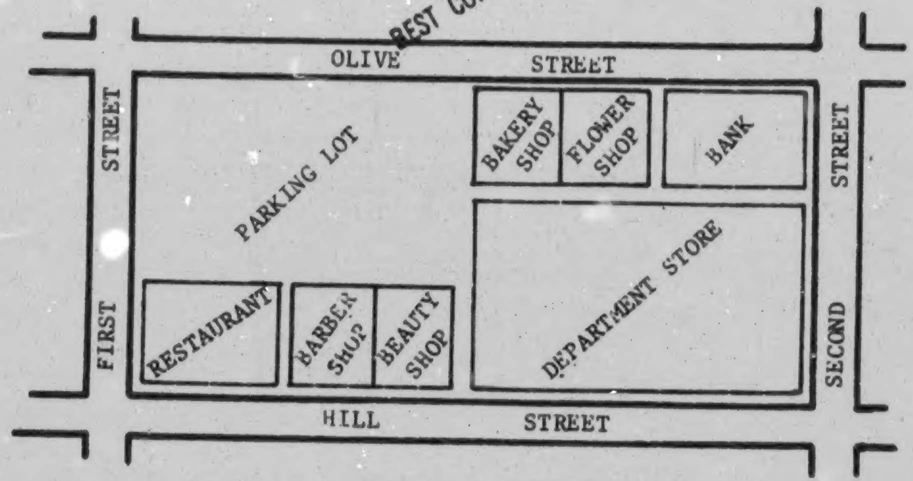
/v/



/v/ curve

curb	curve
the curb	the curve
See the curb.	See the curve.
a boat	a vote
a big boat	a big vote
It's a big boat.	It's a big vote.

LISTENING COMPREHENSION


OLIVE STREET
FIRST STREET
SECOND STREET
HILL STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
RESTAURANT
BARBER SHOP
BEAUTY SHOP
DEPARTMENT STORE

The barber shop's on Hill Street.

The beauty shop's on Hill Street.

The bakery and the flower shops are on Olive Street.

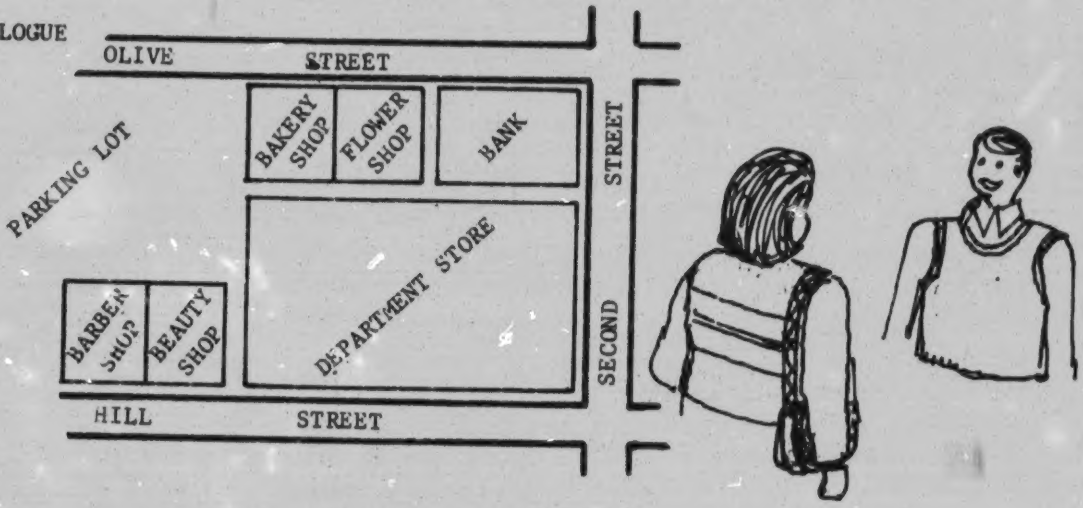
The restaurant's on the corner of First and Hill.

The department store's on the corner of Second and Hill.

The bank's on the corner of Second and Olive.

The parking lot's on the corner of First and Olive.

THE DIALOGUE


OLIVE STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
BARBER SHOP
BEAUTY SHOP
DEPARTMENT STORE
SECOND STREET
HILL STREET

Mrs. Kim: Where's the department store?

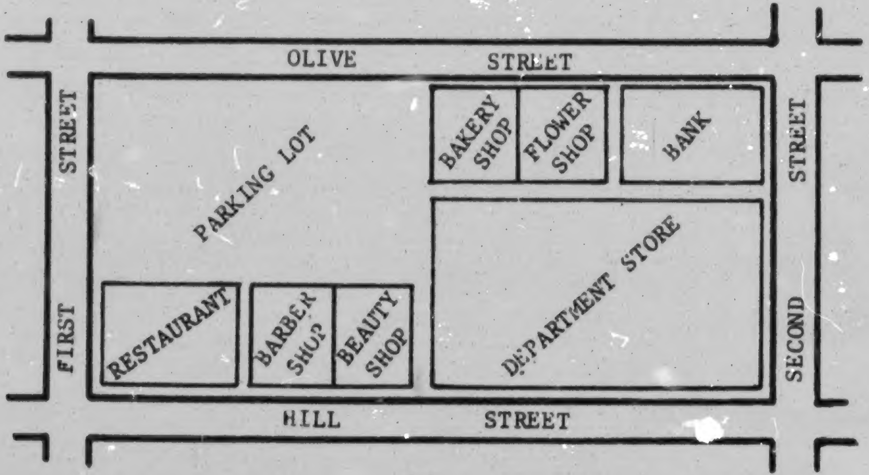
Mr. Jones: It's on the corner of Second and Hill.

Mrs. Kim: Is there a parking lot nearby?

Mr. Jones: Yes, there is.

PRACTICE

"Where's the barber shop?"


OLIVE STREET
FIRST STREET
SECOND STREET
HILL STREET
PARKING LOT
BAKERY SHOP
FLOWER SHOP
BANK
DEPARTMENT STORE
RESTAURANT
BARBER SHOP
BEAUTY SHOP

1. S-1: Where's the barber shop?
   S-2: It's on Hill Street.

2. S-1: Where's the bakery?
   S-2: It's on Olive Street.

3. S-1: Where's the restaurant?
   S-2: It's on the corner of First and Hill.

4. S-1: Where's the bank?
   S-2: It's on the corner of Second and Olive.

- -

MINI-DIALOGUES

1. S-1: Is the restaurant on Olive Street?
   S-2: No, it isn't.
   S-1: Where is it?
   S-2: It's on the corner of First and Hill.

2. S-1: Where's the bank?
   S-2: It's on the corner of Second and Olive.
   S-1: Is there a parking lot nearby?
   S-2: Yes, there is.

READING

A. Read the locations on page 6.

B. Read the Practice exercises and the Mini-dialogues on page 7.

C. Read:

The Bakery

Maria Gomez works in a bakery. The bakery is on the corner of Second and Olive. There's a parking lot nearby. It's on Second Street.

- -

WRITING

Write the questions and answers.

1. Where's the bakery?

____

2. ____

It's on the corner of Second and Olive.

3. Is there a parking lot nearby?

____

4. Where's the parking lot?

____

LESSON TWENTY-FOUR: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of feelings and/or gestures, pictures of locations, and community maps and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's the matter? (I'm hungry.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask "what" questions with "want."(What do you want to drink?)	1 2 3 4 5	1 2 3 4 5
3. Have students answer question #2. (I want to drink a glass of water.)	1 2 3 4 5	1 2 3 4 5
4. Have them ask "where" questions. (Where's the bank?	1 2 3 4 5	[illegible] 2 3 4 5
5. Have students answer question #4. (It's on Hill Street.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I'm thirsty.
2. I want to put on a jacket.
3. I want to eat Chinese food.
4. It's a curve.
5. The bakery is on Olive Street.
6. Is the bank on the corner of Second and Olive?
7. Is there a parking lot nearby?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

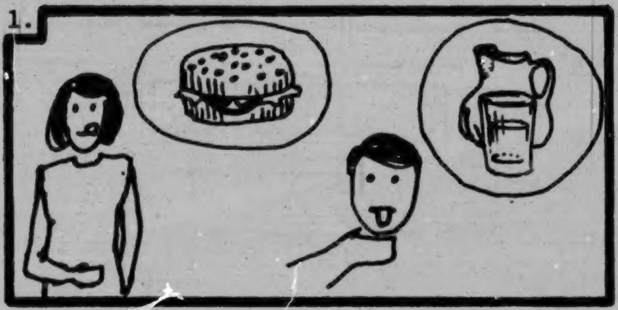
LESSON TWENTY-FOUR: STUDENT EVALUATION FORM

I. Oral Exercise

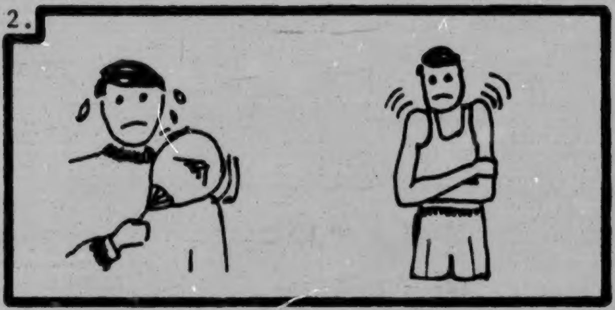
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

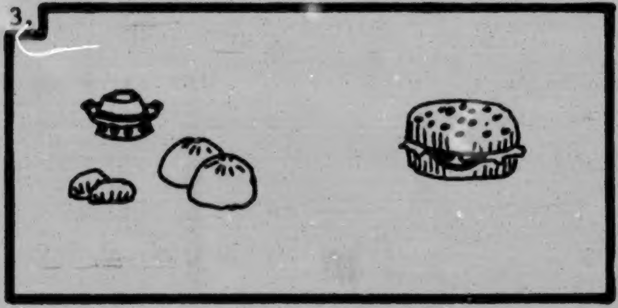
1.



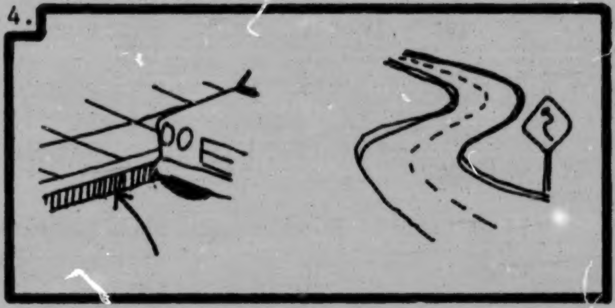
2.



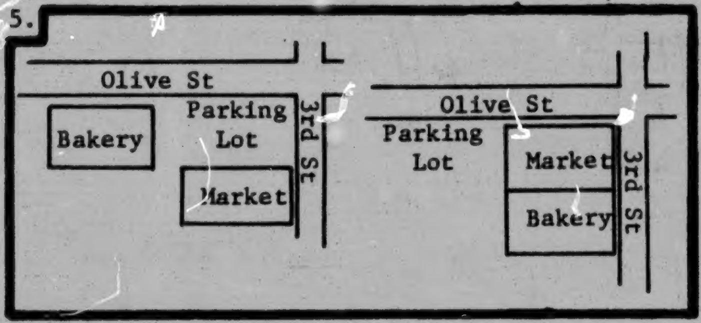
3.



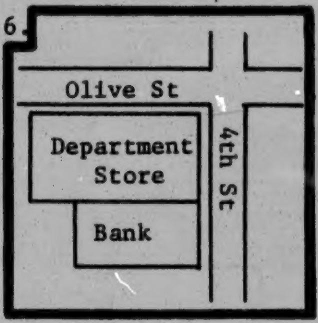
4.



5.


Olive St
Parking Lot
Bakery
Market
3rd St
Olive St
Parking Lot
Market
Bakery
3rd St

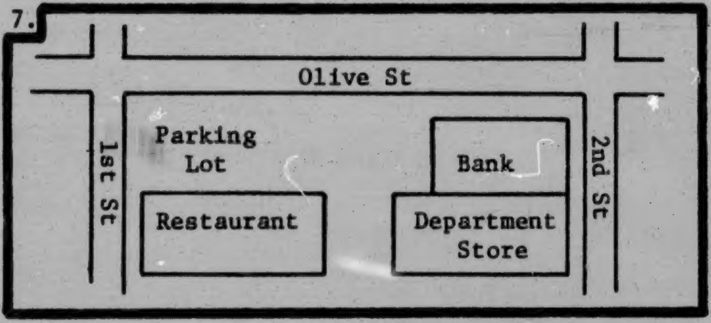
6.


Olive St
Department Store
Bank
4th St

Yes, it is.

No, it isn't.

7.


Olive St
Parking Lot
Restaurant
1st St
Bank
Department Store
2nd St

Yes, there is.

No, there isn't.

III. READING

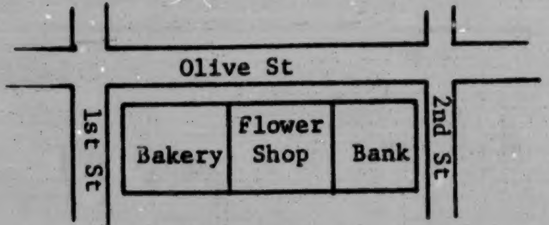
Directions: Circle the correct answers.

1. She's ____________. She wants to eat a hamburger.

thirsty
cold
hungry

2. I'm warm. I want to ____________ my sweater.

put on
take off
put off


Olive St
1st St
2nd St
Bakery
Flower Shop
Bank

3. He's homesick. He wants to ____________________.

drink some water
eat a hamburger
get a letter

4. The flower shop is on ____________.

Olive Street
2nd and Olive
1st and Olive

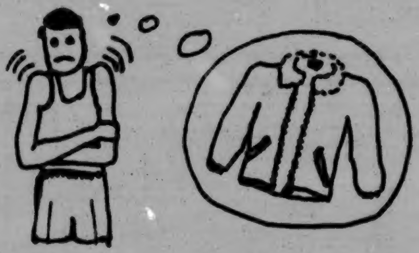
- -

IV. WRITING

Directions: Copy the correct answers.

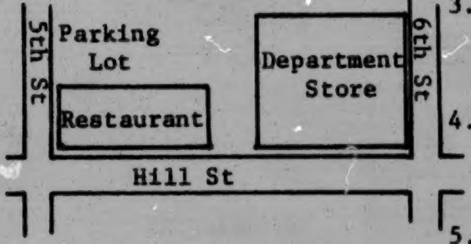
1. He's ____________________.

2. He wants to ______________ a jacket.



Words to Copy

warm
cold
put on
take off
5th Street
5th and Hill
6th and Hill


5th St
6th St
Parking Lot
Restaurant
Department Store
Hill St

3. The restaurant is on ____________________________

4. The department is on ____________________________

5. There's a parking lot nearby. It's on ____________________

LESSON TWENTY-FOUR
第二十四課

SECTION I: I WANT TO GET A LETTER
第一節：我想收到信

OBJECTIVE

學習目標

In this section you will learn to ask and answer simple questions about common feelings and about what you want to do about these feelings.

在這節裡，你們要學習關於普通感覺（如飢餓，口渴，冷熱等）以及對這些感覺你們想要做些什麼事的問答。

THE DIALOGUE

對話

Miss Takata:	Do you have a letter for me today?	今天有信給我嗎？
Mailman:	No, I don't. I'm sorry.	沒有。對不起。
Miss Takata:	Oh, dear. I want to get a letter from my family.	唉！我想收到一封家信。
Mailman:	Are you homesick?	你想家嗎？
Miss Takata:	Yes, I am.	是的。

SECTION II: IT'S ON HILL STREET	**第二節：在 Hill 街**
OBJECTIVES	**學習目標**
In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to ask and give street locations.	二、學習用街名來指示地點的問答。

THE DIALOGUE	**對話**
Mrs. Kim: Where's the department store?	百貨公司在那裡？
Mr. Jones: It's on the corner of Second and Hill.	在第二街和Hill街的轉角上。
Mrs. Kim: Is there a parking lot nearby?	附近有停車場沒有？
Mr. Jones: Yes, there is.	有的。

NOTE	**應注意事項**
When giving locations using the names of streets, the preposition "on" is usually used.	三、如果用街名來指示地點，在街名之前，多半用介詞"on"。

Los Angeles Unified School District
Asian Project - ABE
AP-212563

LESSON TWENTY-FIVE - LESSON GUIDE
SECTION I: I Need to Get Some Medicine
SECTION II: Where Does She Get Off?
Review

LESSON TWENTY-FIVE

OBJECTIVES

Listening Comprehension: Student will be able to identify proper locations where lesson items can be purchased.

Listening and Speaking: Student will be able to:

1. Ask and/or give directions to specific locations where lesson items can be purchased.
2. Talk about things you "need to" do.
3. Talk about getting on and getting off the bus.
4. Review an airplane schedule.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:		Go to the teller's window.
Review:	What do you/does he need to get? to do	I need/He needs to get some medicine.
	Where's the pharmacy section?	It's in the back.
	Where do you get on/off the bus?	I get on/off the bus at Sunset and Figueroa.
	Do I/Does she need a transfer?	Yes, I do/she does.
	Where does Flight 54 go?	It goes to Thailand.
	What time does it leave/arrive?	It leaves/arrives at ______.
	What gate does it leave from?	It leaves from Gate 17.
	Does Flight 54 go to Japan?	No, it doesn't.

INSTRUCTIONAL AIDS

Drill pictures: P192 - Dialogue (I need to get some medicine) Also: P72 - the bank
P73 - the post office
P77 - the airport

Transparencies: T93 - stamps-stamp window; cash-teller's window; tickets-ticket desk; lipstick-cosmetics section
T94 - a drugstore floorplan + Dialogue (I need to get some medicine)
T95 - Reading (Rosa and Sam) + a bus map

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL NOTES

1. Drugstores in Asia sell drugs mainly. It would be helpful for the newly-arrived Asian students to know that they can purchase daily necessities from drugstores in this country.

2. A doctor's prescription is not required for most of the medicine sold in Asian countries, contrary to the situation here in the United States.

SECTION I: I NEED TO GET SOME MEDICINE

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: I NEED TO GET SOME MEDICINE

OBJECTIVE

In this section you will learn to talk about things you need to get and where to go to get them.

LISTENING COMPREHENSION

Listening and Identifying

[NOTE: Use drill pictures P72, 73, 77, 192 or T93.]

A. T cues and models

- Cl listens and observes

T: I need to get some stamps.
Go to the stamp window.

B. T cues with pictures and asks

- Cl gives "yes-no" response

T: I need to get some stamps.
Do I go to the ticket window?

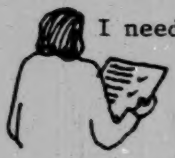
Listening and Repeating

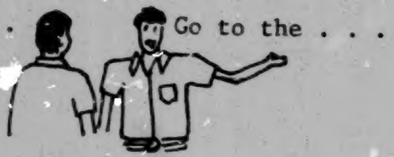
T cues and models

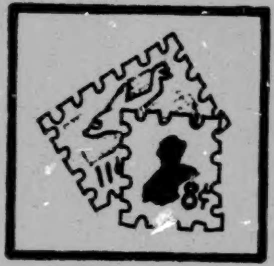
- Cl repeats

T: I need to get some stamps.
Go to the stamp window.

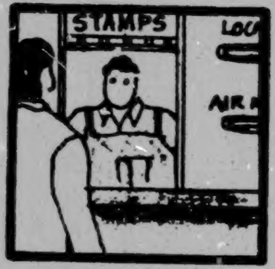
LISTENING COMPREHENSION



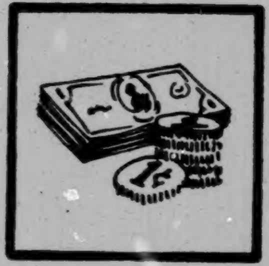




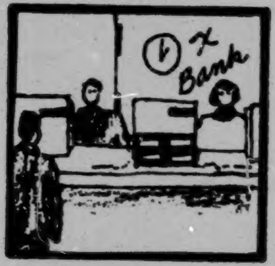
some stamps



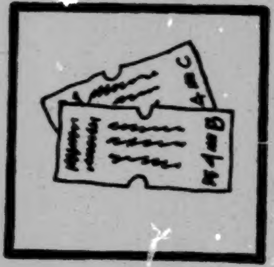
stamp window

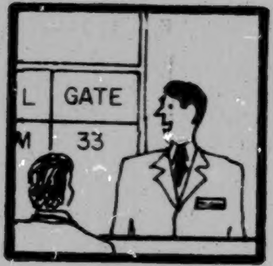


some cash

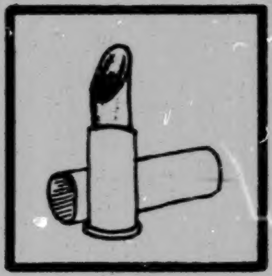


teller's window

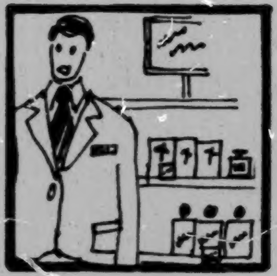

some tickets



ticket desk



some lipstick



cosmetics section

THE DIALOGUE

Preliminary Activity

A. Show the diagram of the drugstore on board or overhead. (T94-top only)

(Explain the meaning of the sections and point out their locations.)

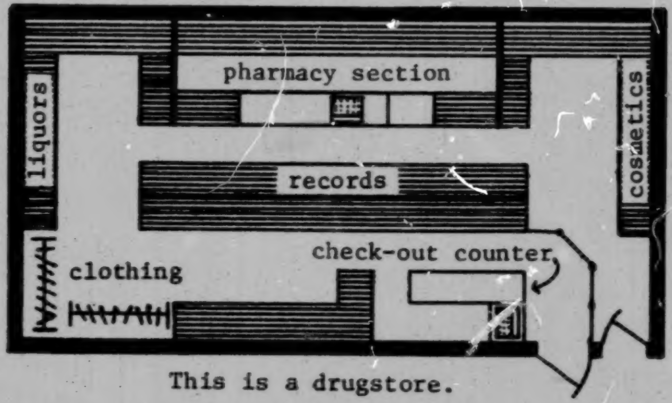
T: This is a drugstore.
The check-out counter is in the front.
(etc.)

B. Ask "yes-no" questions about the diagram.

T: Is the liquor section on the left?

THE DIALOGUE

Preliminary Activity


pharmacy section
liquors
records
cosmetics
clothing
check-out counter

This is a drugstore.

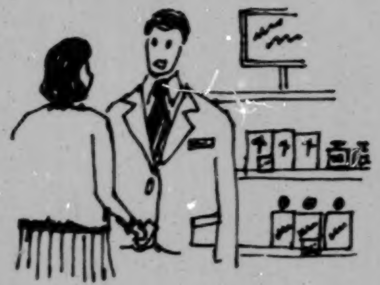
The check-out counter is in the front.
The pharmacy section is in the back.
The liquor section is on the left.
The cosmetics section is on the right.
The record section is in the center.
The clothing section is in the corner.

Presenting the Dialogue

A. Show P192 (T94) and explain that Mrs. Kim is talking to the clerk in the drugstore.

B. Present the dialogue following the usual procedure.

C. Show dialogue on board or overhead.



Mrs. Kim is at the drugstore. She has a prescription for some medicine.

Clerk: May I help you?

Mrs. Kim: I need to get some medicine.

Clerk: Go to the pharmacy section.

Mrs. Kim: Where is it?

Clerk: It's in the back.

PRACTICE

[NOTE: Use pictures or verbal cues for these drills.]

"He needs to get some medicine"

A. Substitution Drill

T: He needs to get some medicine.
stamps
tickets
(etc.)

PRACTICE

"He needs to get some medicine"

B. Answer Drill

T cues and asks "what" questions

$$- \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$$

T: What does he need to get?

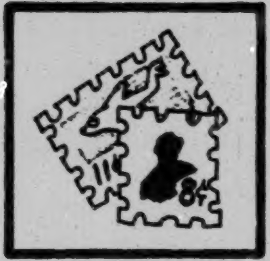
OPTIONAL DRILL
Substitution Drill

T: What does he need to get?
they
you
Tom
we

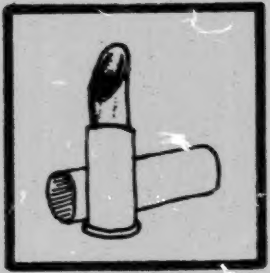
C. Question and Answer Drill

$$\text{T cues: } \left.\begin{matrix}\text{Gr}\\ \text{St}\end{matrix}\right> \text{asks} \; - \; \left.\begin{matrix}\text{Gr}\\ \text{St}\end{matrix}\right> \text{answers}$$

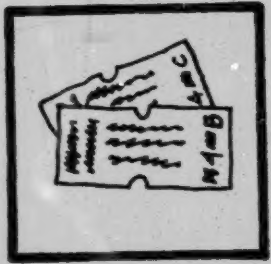
OPTIONAL ACTIVITY
Have students ask each other "what" questions with "need to get." Encourage them to respond with actual needs.



1. S-1: What does he need to get?
S-2: He needs to get some stamps.



2. S-1: What does she need to get?
S-2: She needs to get some lipstick.



3. S-1: What do you need to get?
S-2: I need to get some tickets.

"Go to the pharmacy section"

A. Substitution Drill

T: Go to the pharmacy section.
stamp window
teller's window
(etc.)

B. Response Drill

T cues with picture and statement

Cl
- Gr > responds
St

T: I need to get some cash.
S: Go to the teller's window.

MINI-DIALOGUES

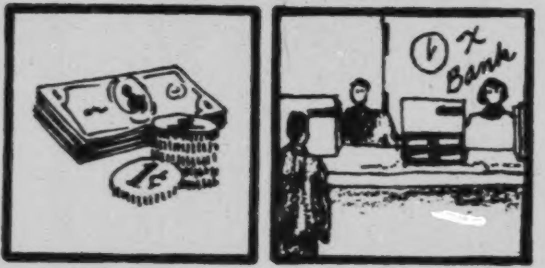
T cues with pictures:

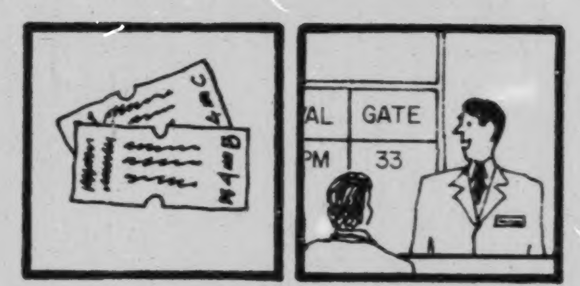
T
S-1 > asks - S-2 responds

- S-1 directs

OPTIONAL ACTIVITY
Cue if necessary and have students carry on conversations with each other about items they need to get.

MINI-DIALOGUES





1. S-1: What do you need to get?
S-2: I need to get some cash.
S-1: Go to the teller's window.

2. S-1: What do you need to get?
S-2: I need to get some tickets.
S-1: Go to the ticket desk.

PRACTICE

"It's in the back"

[NOTE: Use the drugstore diagram on the board or T94 on the overhead to cue these drills.]

A. Substitution Drill

T cues and models - Cl, Gr, St > answers

B. Answer Drill

T cues and asks - Cl, Gr, St > answers

T: Where's the pharmacy section?

"Where's the pharmacy section?"

A. Substitution Drill

T: Where's the pharmacy section?
cosmetics section
check-out counter
(etc.)

B. Question and Answer Drill

T cues:

Gr, St > asks - Gr, St > answers

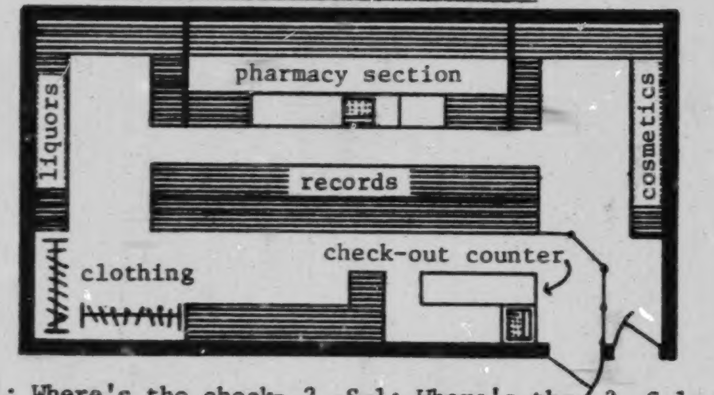
PRACTICE

"It's in the back"

Substitution Drill

T: It's in the back.	S: It's in the back.
T: center	It's in the center.
T: front	It's in the front.
T: corner	It's in the corner.
T: It's on your right.	It's on your right.
left	It's on your left.

"Where's the pharmacy section?"



1. S-1: Where's the check-out counter?
S-2: It's in the front.

2. S-1: Where's the record section?
S-2: It's in the center.

3. S-1: Where's the cosmetics section?
S-2: It's on your right.

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

MINI-DIALOGUES

1. S-1: What do you need to get?
   S-2: I need to get a shirt.
   S-1: Go to the clothing section.
   S-2: Where is it?
   S-1: It's in the corner.

2. S-1: What do you need to get?
   S-2: I need to get some stamps.
   S-1: Go to the stamp window.
   S-2: Where is it?
   S-1: It's on your left.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

READING

A. Read the lesson items on pages 1 and 2.

B. Read the Practice exercises on page 3 and the Mini-dialogues on page 4.

C. Read the Practice exercises and the Mini-dialogues on page 4.

D. Read:

At the Post Office

Ken is at the post office. He wants to mail a letter to Japan. He needs to get some stamps. The stamp window is on his right. Ken goes to the stamp window.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the Reading.

1. Where's Ken?

____

2. ______________________________

He needs to get some stamps.

3. What does he want to do?

____

4. ______________________________

He goes to the stamp window.

5. Where's the stamp window?

____

B. Write the question or answer about the diagram on page 4.

1. Where's the cosmetics section?

____

2. ______________________________

It's in the center.

3. Where's the pharmacy section?

____

SECTION II: WHERE DOES SHE GET OFF? REVIEW

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

A READING LESSON

[NOTE: After the oral practice (A-C), students should open their leaflets.]

A. Draw the map for the reading on the board or show it on the overhead (T95-top part only).

B. Read the story while the class listens.

C. Ask comprehension questions about the story.

D. Show the story on the overhead, or have the class open their leaflets and repeat each sentence after you read it.

E. Have individuals read one or two sentences each.

SECTION II: WHERE DOES SHE GET OFF? REVIEW

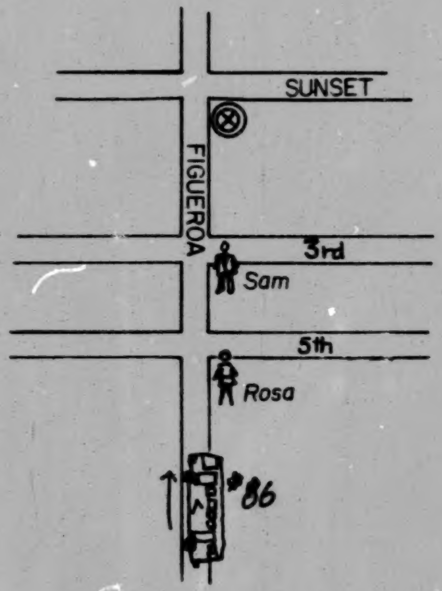
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Learn to talk about getting on and getting off the bus.
2. Review an airplane schedule.

A READING LESSON



Rosa and Sam

Rosa and Sam go to school every evening. They take bus 86 going north on Figueroa. Rosa gets on at Fifth and Figueroa. Sam gets on at Third and Figueroa. On the bus they talk and study. They get off at Sunset and Figueroa.

PRACTICE

"She gets on/off the bus"

A. Substitution Drills

1. She gets on the bus at Fifth and Figueroa.
    First and Vermont
    Seventh and Main
    (etc.)

2. He gets off the bus at Sunset and Figueroa.
    We
    I
    She
    (etc.)

B. Answer Drill

Ask questions with "get on/get off" about the story.

T asks - Cl
Gr ⟩ answers
St

T: Where does Sam get off the bus?

PRACTICE

"Where does Sam get on/off the bus?"

A. Substitution Drill

Where does Sam get off the bus?
you
they
get on
she
I
he

B. Question and Answer Drill

Gr/St > asks - Gr/St > answers

OPTIONAL ACITVITY
Have students who take the bus to school ask each other where they get on and off the bus.

"Do I need a transfer?"

A. Substitution Drill

T: Do I need a transfer?
you
he

B. Question and Answer Drill

T draws maps and cues for "yes-no" questions:

T/Gr/St > asks - St answers

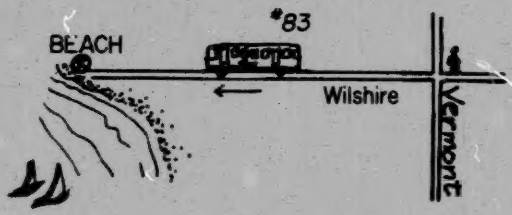
"Where does Sam get on/off the bus?"

1. S-1: Where does Rosa get on the bus?
S-2: She gets on at Fifth and Figueroa.

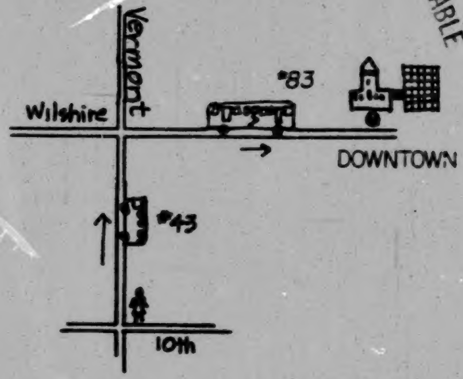
2. S-1: Where does Sam get on the bus?
S-2: He gets on at Third and Figueroa.

3. S-1: Where do they get off the bus?
S-2: They get off at Sunset and Figueroa.

"Do I need a transfer?"



4. S-1: Do I need a transfer?
S-2: No, you don't.



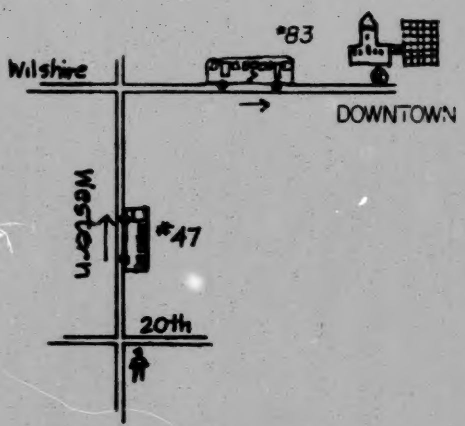
5. S-1: Does she need a transfer?
S-2: Yes, she does.

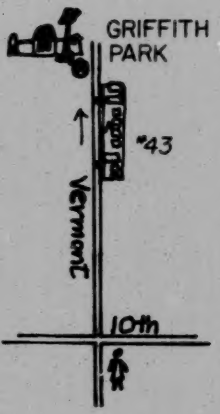
MINI-DIALOGUES

T sets pattern and cues:

St asks - St answers

MINI-DIALOGUES





1. S-1: Where does Tom get on the bus?
   S-2: He gets on at 20th and Western.
   S-1: Does he need a transfer?
   S-2: Yes, he does.

2. S-1: Where does Sue get on the bus?
   S-2: She gets on at 10th and Vermont.
   S-1: Does she need a transfer?
   S-2: No, she doesn't.

REVIEW

[NOTE: Write the schedule on the board or have students refer to the leaflet.]

A. Repetition Drill

T models questions about the chart

- Cl repeats

T: Where does Flight 54 go?
What time does it leave?
What gate does it leave from?
Does Flight 54 go to Japan?

REVIEW

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
98	Colombia	9:40 P.M.	4:25 A.M.	21
54	Thailand	11:10 P.M.	2:15 A.M.	17
72	Guatemala	4:20 A.M.	9:55 A.M.	19

B. Question and Answer Drill

T / Gr / St > asks - Cl / Gr / St > answers

OPTIONAL REVIEW
If the teacher feels it necessary, he can give further review on:

a. I eat a heavy breakfast - (Use P175-181, T81.)

b. They go to the beach on weekends - (Use P171-174, T79.)

1. S-1: Where does Flight 54 go?
   S-2: It goes to Thailand.
2. S-1: What gate does Flight 98 leave from?
   S-2: It leaves from Gate 21.
3. S-1: Does Flight 72 go to Hong Kong?
   S-2: No, it doesn't.
4. S-1: What time does Flight 54 arrive?
   S-2: It arrives at 2:15 a.m.

- - - - - - - - - - - - - - - - - - - -

READING

[NOTE: Have the students open their leaflets at this time.]

A. and B. Have the students follow directions as noted in the student leaflet.

READING

A. Read the sentences on page 6.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on page 7.

- - - - - - - - - - - - - - - - - - - -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write questions and answers about "Rosa and Sam" (page 6).

1. What bus do Rosa and Sam take to school?

____

2. Where does Rosa get on the bus?

____

3. ______________________________ the bus?

He gets on the bus at Third and Figueroa.

4. What do they do on the bus?

____

5. Where ______________________________

They get off the bus at Sunset and Figueroa.

B. Write questions and answers about the airplane schedule (page 7).

1. What time does Flight 98 leave?

____

2. ______________________________ arrive?

It arrives at 4:25 A.M.

3. ______________________________

It leaves from Gate 21.

4. What gate does Flight 54 leave from?

____

5. Where does Flight 72 go?

____

Los Angeles Unified School District
Asian Project - ABE
AP-202563

LESSON TWENTY-FIVE - STUDENT LEAFLET
SECTION I: I Need to Get Some Medicine
SECTION II: Where Does She Get Off?
Review

LESSON TWENTY-FIVE

SECTION I: I NEED TO GET SOME MEDICINE

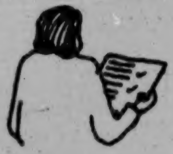
OBJECTIVE

In this section you will learn to talk about things you need to get and where to go to get them.

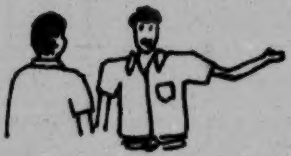
- -

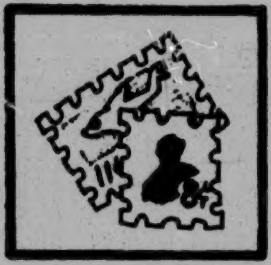
LISTENING COMPREHENSION

I need to get . . .

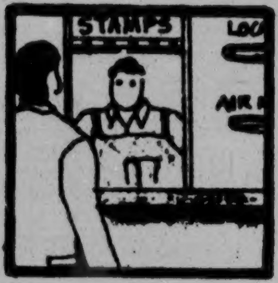


Go to the . . .

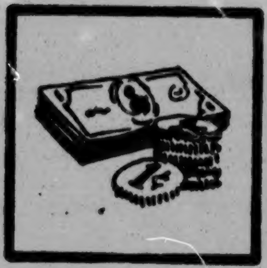




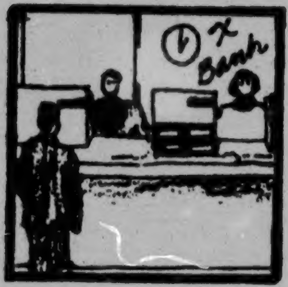
some stamps



stamp window

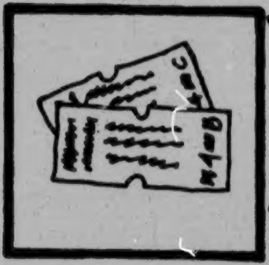


some cash

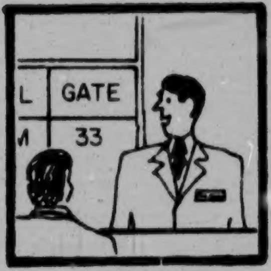


teller's window

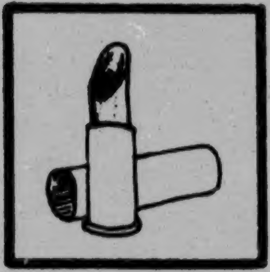
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



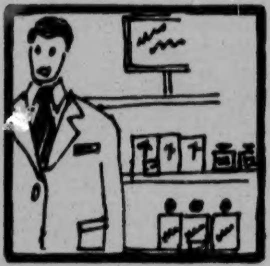
some tickets



ticket desk



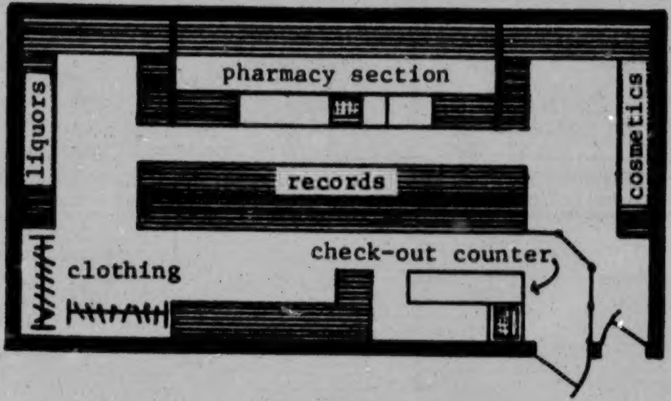
some lipstick



cosmetics section

THE DIALOGUE

Preliminary Activity


pharmacy section
liquors
records
cosmetics
clothing
check-out counter

This is a drugstore.

The check-out counter is in the front.

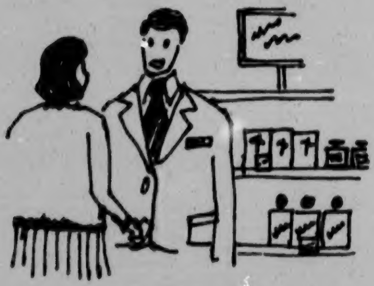
The pharmacy section is in the back.

The liquor section is on the left.

The cosmetics section is on the right.

The record section is in the center.

The clothing section is in the corner.



Mrs. Kim is at the drugstore. She has a prescription for some medicine.

Clerk: May I help you?

Mrs. Kim: I need to get some medicine.

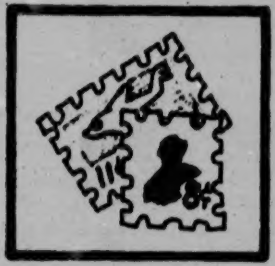
Clerk: Go to the pharmacy section.

Mrs. Kim: Where is it?

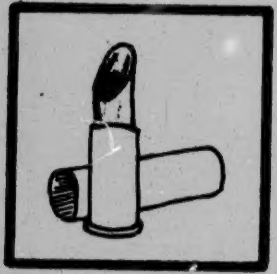
Clerk: It's in the back.

PRACTICE

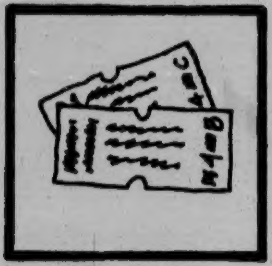
"He needs to get some medicine"



1. S-1: What does he need to get?
   S-2: He needs to get some stamps.

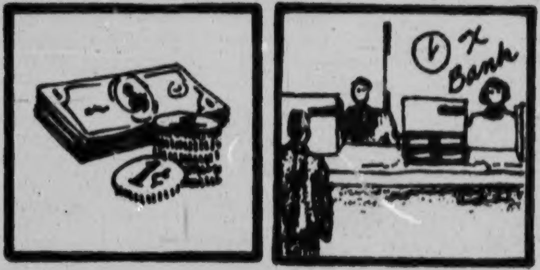


2. S-1: What does she need to get?
   S-2: She needs to get some lipstick.

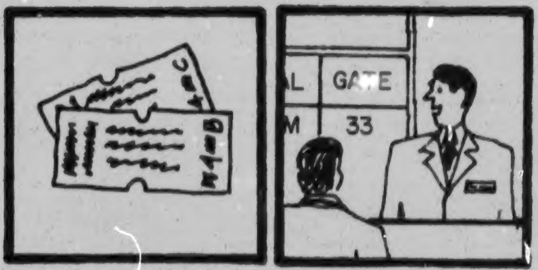


3. S-1: What do you need to get?
   S-2: I need to get some tickets.

MINI-DIALOGUES



1. S-1: What do you need to get?
   S-2: I need to get some cash.
   S-1: Go to the teller's window.



2. S-1: What do you need to get?
   S-2: I need to get some tickets.
   S-1: Go to the ticket desk.

- -

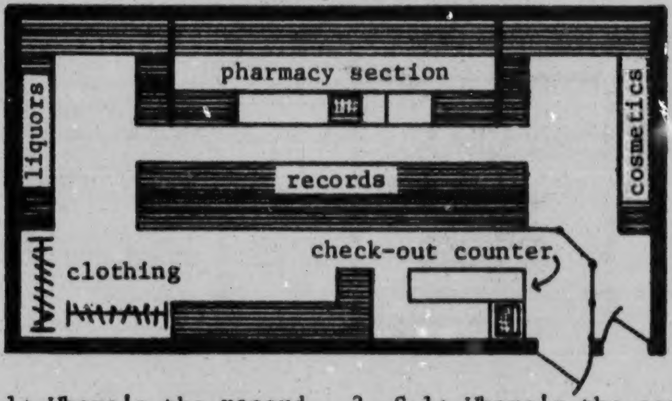
PRACTICE

"It's in the back"

Substitution Drill

T: It's in the back.	S: It's in the back.
T: center	It's in the center.
T: front	It's in the front.
T: corner	It's in the corner.
T: It's on your right.	It's on your right.
left	It's on your left.

"Where's the pharmacy section?"


pharmacy section
liquors
records
cosmetics
clothing
check-out counter

1. S-1: Where's the check-out counter?
   S-2: It's in the front.

2. S-1: Where's the record section?
   S-2: It's in the center.

3. S-1: Where's the cosmetics section?
   S-2: It's on your right.

- -

MINI-DIALOGUES

1. S-1: What do you need to get?
   S-2: I need to get a shirt.
   S-1: Go to the clothing section.
   S-2: Where is it?
   S-1: It's in the corner.

2. S-1: What do you need to get?
   S-2: I need to get some stamps.
   S-1: Go to the stamp window.
   S-2: Where is it?
   S-1: It's on your left.

READING

BEST COPY AVAILABLE

A. Read the lesson items on pages 1 and 2.

B. Read the Practice exercises on page 3 and the Mini-dialogues on page 4.

C. Read the Practice exercises and the Mini-dialogues on page 4.

D. Read:

At the Post Office

Ken is at the post office. He wants to mail a letter to Japan. He needs to get some stamps. The stamp window is on his right. Ken goes to the stamp window.

WRITING

A. Write the questions or answers about the Reading.

1. Where's Ken?

____

2. ______________________________

He needs to get some stamps.

3. What does he want to do?

____

4. ______________________________

He goes to the stamp window.

5. Where's the stamp window?

____

B. Write the question or answer about the diagram on page 4.

1. Where's the cosmetics section?

____

2. ______________________________

It's in the center.

3. Where's the pharmacy section?

____

SECTION II: WHERE DOES SHE GET OFF?
REVIEW

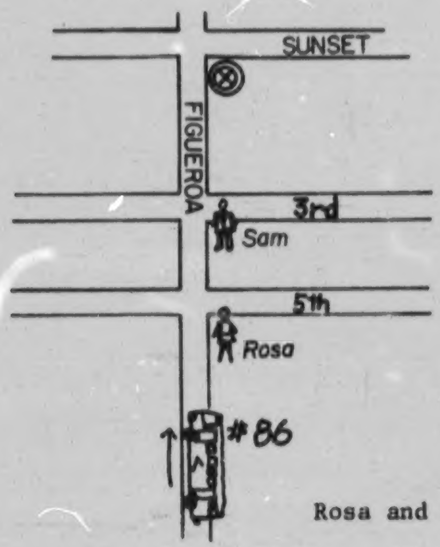
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Learn to talk about getting on and getting off the bus.
2. Review an airplane schedule.

A READING LESSON



Rosa and Sam

Rosa and Sam go to school every evening. They take bus 86 going north on Figueroa. Rosa gets on at Fifth and Figueroa. Sam gets on at Third and Figueroa. On the bus they talk and study. They get off at Sunset and Figueroa.

PRACTICE

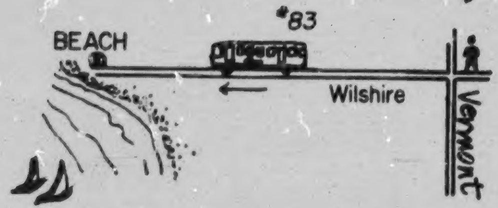
"Where does Sam get on/off the bus?"

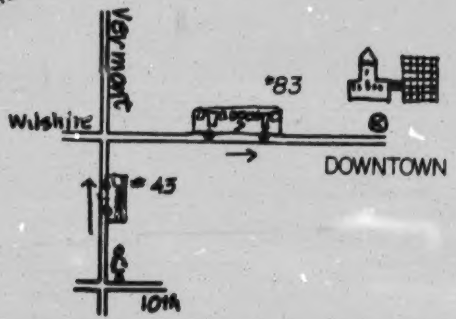
1. S-1: Where does Rosa get on the bus?
   S-2: She gets on at Fifth and Figueroa.

2. S-1: Where does Sam get on the bus?
   S-2: He gets on at Third and Figueroa.

3. S-1: Where do they get off the bus?
   S-2: They get off at Sunset and Figueroa.

"Do I need a transfer?"

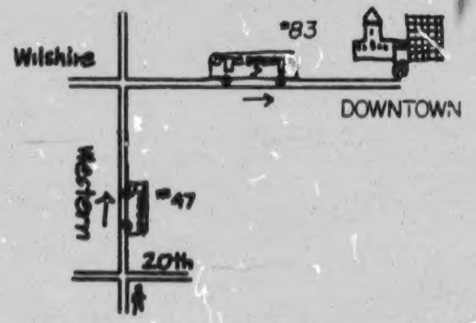

#83
BEACH
Wilshire
Vermont

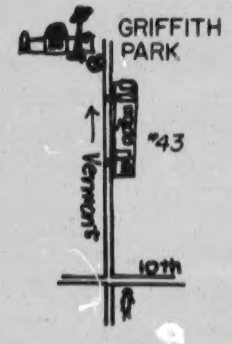

Vermont
#83
Wilshire
DOWNTOWN
#43
10th

4. S-1: Do I need a transfer?
   S-2: No, you don't.

5. S-1: Does she need a transfer?
   S-2: Yes, she does.

MINI-DIALOGUES


#83
Wilshire
DOWNTOWN
Western
#47
20th


GRIFFITH PARK
#43
Vermont
10th

1. S-1: Where does Tom get on the bus?
   S-2: He gets on at 20th and Western.
   S-1: Does he need a transfer?
   S-2: Yes, he does.

2. S-1: Where does Sue get on the bus?
   S-2: She gets on at 10th and Vermont.
   S-1: Does she need a transfer?
   S-2: No, she doesn't.

REVIEW

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
98	Colombia	9:40 P.M.	4:25 A.M.	21
54	Thailand	11:10 P.M.	2:15 A.M.	17
72	Guatemala	4:20 A.M.	9:55 A.M.	19

1. S-1: Where does Flight 54 go?
   S-2: It goes to Thailand.

2. S-1: What gate does Flight 98 leave from?
   S-2: It leaves from Gate 21.

3. S-1: Does Flight 72 go to Hong Kong?
   S-2: No, it doesn't.

4. S-1: What time does Flight 54 arrive?
   S-2: It arrives at 2:15 a.m.

READING

A. Read the sentences on page 6.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on page 7.

- -

WRITING

A. Write questions and answers about "Rosa and Sam" (page 6).

1. What bus do Rosa and Sam take to school?

____

2. Where does Rosa get on the bus?

____

3. ____ the bus?

He gets on the bus at Third and Figueroa.

4. What do they do on the bus?

____

5. Where ____

They get off the bus at Sunset and Figueroa.

B. Write questions and answers about the airplane schedule (page 7).

1. What time does Flight 98 leave?

____

2. ____ arrive?

It arrives at 4:25 A.M.

3. ____

It leaves from Gate 21.

4. What gate does Flight 54 leave from?

____

5. Where does Flight 72 go?

____

Los Angeles Unified School District
Asian Project - ABE AP-282563

LESSON 25: LESSON GUIDE
EVALUATION FORM

LESSON TWENTY-FIVE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with a flight schedule and drill pictures and elicit questions/answers as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Where's the blackboard? (It's in the front.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask "what" questions. (What time does Flight 54 leave?)	1 2 3 4 5	1 2 3 4 5
3. Have students answer question #2. (It leaves at 3:25 P.M.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask "where" questions. (Where do you get on the bus?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (I get on the bus at Sunset and Vermont.)	1 2 3 4 5	1 2 3 4 5
6. Have students ask "what" questions with "need to." (What do you need to do?)	1 2 3 4 5	1 2 3 4 5
7. Have students answer question #6. (I need to get some tickets.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. Go to the ticket desk.
2. He needs some cash.
3. I need some lipstick.
4. He eats a heavy breakfast.
5. I need some cash. Where do I go?
6. Where are the shirts?
7. Flight 42 leaves for Mexico City at 3:25 P.M.
8. Does this bus go downtown?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

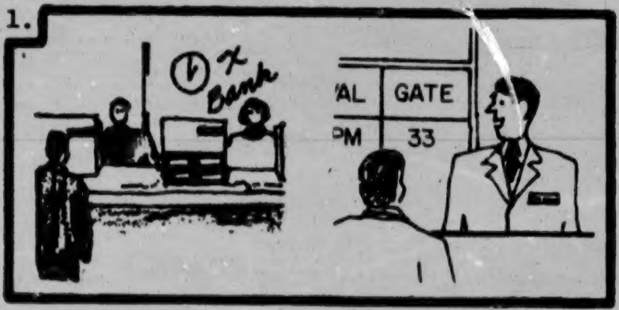
LESSON TWENTY-FIVE: STUDENT EVALUATION FORM

I. Oral Exercise

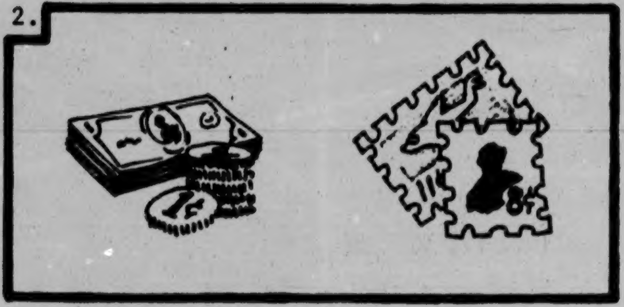
- -

II. LISTENING COMPREHENSION

1.


x Bank
AL GATE
PM 33

2.

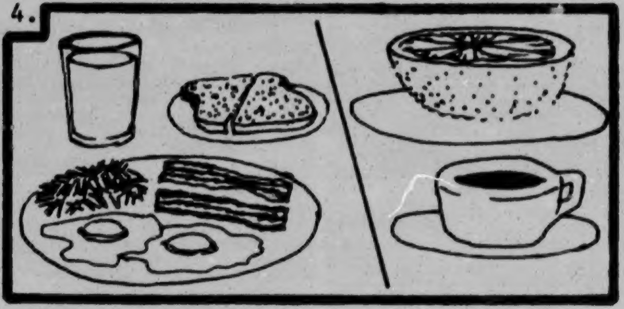


3.

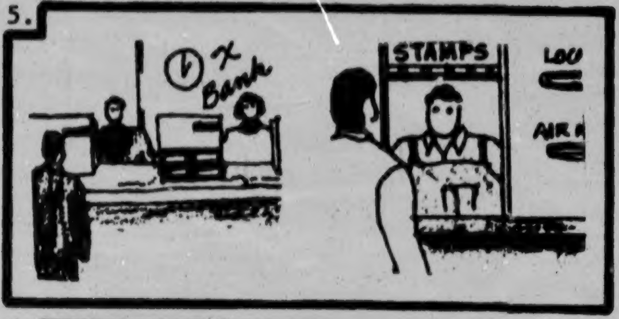
pharmacy section

cosmetics section

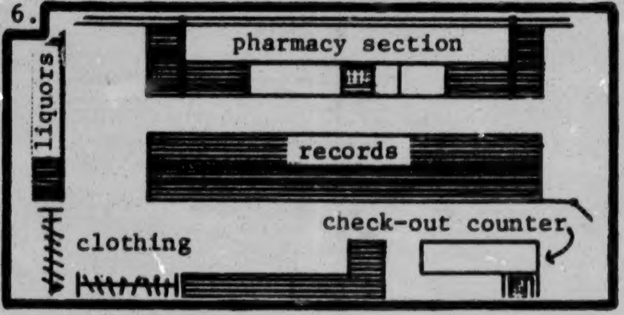
4.



5.


x Bank
STAMPS
LOC
AIR

6.

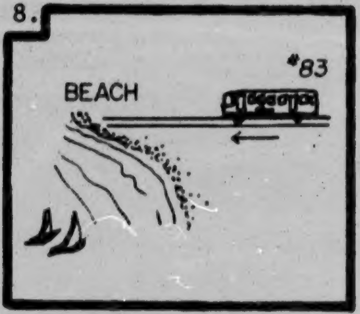

pharmacy section
liquors
records
check-out counter
clothing

7.

FLIGHT	DESTINATION	DEPARTURE	GATE
42	Mexico City	3:25 P.M.	33

FLIGHT	DESTINATION	DEPARTURE	GATE
42	Mexico City	6:45 A.M.	33

8.



Yes, it does.

No, it doesn't.

III. READING

Directions: Circle the correct answers.

1. Rosa and Sam ________ to school every evening.
   goes
   go
   going

2. Rosa get ______ at Fifth and Figueroa.
   on
   at
   for

3. What gate does Flight 42 leave _____?
   at
   of
   from

4. The __________ is in the pharmacy section.
   shirt
   medicine
   photo album

- -

IV. WRITING

A. Write the correct words in the blanks.

Words to Copy

cosmetics
clothing
pharmacy
liquor
record

1. I need to get some medicine.
   Go to the ______________________ section.

2. I need to get some lipstick.
   Go to the ______________________ section.

3. I need to get some shirts.
   Go to the ____________________ section.

B. Write the questions about the chart.

FLIGHT	DESTINATION	DEPARTURE	ARRIVAL	GATE
44	Tokyo	7:30 P.M.	5:15 P.M.	55
21	Hong Kong	8:20 P.M.	6:30 P.M.	58
33	Manila	8:45 P.M.	6:55 A.M.	60

1. Where does Flight 44 go? ______________________________________
2. What time does Flight 21 arrive in Hong Kong? At ____________________
3. What _____________________________ Flight 33 ______________________
   It leaves at 8:45 p.m.
4. What gate does Flight 44 leave from? Gate ______________

Los Angeles Unified School District
Asian Project - ABE AP-2A2563

LESSON TWENTY-FIVE - CHINESE SUPPLEMENT
SECTION I: I Need To Get Some Medicine
SECTION II: Where Does She Get Off?
Review

LESSON TWENTY-FIVE 第二十五課

SECTION I: I NEED TO GET SOME MEDICINE 第一節：我需要買一些藥

OBJECTIVE 學習目標

In this section you will learn to talk about things you need to get and where to go to get them.

在這一節裡，你們要學習談論你們需要買的東西和到什麼地方買的問題。

THE DIALOGUE 對話

This is a drugstore.	這是一間藥房。
The check out counter is in the front.	櫃台在前面。
The pharmacy section is in the back.	賣藥的部門在後面。
The liquor section is on the left.	賣酒的部門在左面。
The cosmetic section is on the right.	賣化粧品的部門在右面。
The record section is in the center.	賣唱片的部門在中間。
The clothing section is in the corner.	賣衣服的部門在角上。
Mrs. Kim is at the drugstore. She has a prescription for some medicine.	Kim太々在藥房裡，她有一張藥單，想買一些藥。

Clerk:	May I help you?	想買些東西嗎？
Mrs. Kim:	I need to get some medicine.	我需要買些藥。
Clerk:	Go to the pharmacy section.	請你到賣藥的部門去。
Mrs. Kim:	Where is it?	在什麼地方？
Clerk:	It's in the back.	在後面。

SECTION II: WHERE DOES SHE GET OFF? 第二節：她在什麼地方下車？

REVIEW 複習

OBJECTIVES 學習目標

In this section you will:	在這一節裡，你們要：
1. Learn to talk about getting on and getting off the bus.	一. 學習談論上下車的問題。
2. Review an airplane schedule.	二. 複習飛機時間表。

A READING LESSON 閱讀課文

Rosa and Sam

Rosa and Sam go to school every evening. They take bus 86 going north on Figueroa. Rosa gets on at Fifth and Figueroa. Sam gets on at Third and Figueroa.

Rosa 和 Sam

Rosa 和 Sam 晚上上課。他們坐(從) Figueroa 往北走的公共汽車。Rosa 在第五街和 Figueroa (交口)上車。Sam 在第三街和 Figueroa (交口)上車。

On the bus they talk and study. They get off at Sunset and Figueroa.	在車上他們談話和看書。他們在 Sunset 和 Figueroa (交口) 下車。
NOTES	應注意事項
1. Drugstores in the United States sell drugs as well as various daily necessities.	一、美國的藥房除了賣藥以外，同時也賣各種日常用品。
2. A doctor's prescription is required for most of the medicine in this country.	二、在美國買藥，多半都需要医生開藥單，否則不能購買，跟中國不同，應加注意。

Los Angeles Unified School District
Asian Project - ABE
AP-212673

LESSON TWENTY-SIX - LESSON GUIDE
SECTION I: What Did You Do Last Saturday?
SECTION II: I Watched a Movie on TV

LESSON TWENTY-SIX

OBJECTIVES

Listening Comprehension: Student will be able to identify past activities and time expressions presented in the lesson.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson activities.
2. Talk about past activities using time expressions like last Saturday, last night, and yesterday.
3. Use the short answer forms for "yes-no" questions about past activities.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What did he/you do last Saturday/yesterday?	He/I played ping pong.
	Did you watch a movie last night?	Yes, I did/No, I didn't.

INSTRUCTIONAL AIDS

Drill pictures: P193 - He played cards
P194 - He played ping pong

Also: P11 - She typed (a secretary)
P40 - She sewed
P97 - I watched TV (at home)
P173 - They visited friends

Transparencies: T96 - He played cards/ping pong; she sewed/typed a letter; they visited friends
T97 - Dialogue (What did you do last Saturday?)
T98 - Pronunciation: /t/ - /d/ - /Id/ (typed - sewed - visited)
T99 - Dialogue (I watched a movie on TV)

Student handouts: Student leaflet
Student evaluation form

Lesson Guides: Evaluation form

STRUCTURAL NOTES

1. The concept of the past tense is not new to the Asians, who express it either by adding affixes to the main verb or by using time words. The problem areas are the pronunciation of the past tense and the tense agreement in the auxiliary.

   a. Many Asians, Chinese speakers in particular, have a tendency to drop the final consonant. For example, the word "played" may sound like "play." Some may overemphasize the final sound by adding a new vowel sound "played-o" or "played-u."

   b. The following chart will help explain the difficulty the Asians have with the auxiliary "did," giving rise to such sentences as "What did you did last Saturday?" or "What you did last Saturday?" or "What did you last Saturday?"

English	What		did		he	do	last Saturday		?
Chinese					he		last saturday		do+past what?
Japanese					he+particle		last saturday+particle	what+particle	do+past+particle
Korean					he+particle		last saturday+particle	what+particle	do+past+particle
Tagalog	What	article	done	by	him		last Saturday		?
Spanish	¿What		did		he	article	Saturday last		?

2. As noted before, the Asians are not used to the short answer form that is so important in English. They will need to drill the "yes-no" question and the short answer with "did."

SECTION I: WHAT DID YOU DO LAST SATURDAY?

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

A. Draw a calendar on the board and explain the concept of "last Saturday," etc.

B. Hold up pictures P11, 173, 193, and 194 (or T96) and contrast present and past tense statements using the activities.

T: He plays cards every Saturday.
He played cards last Saturday.

Identifying

T cues and makes statement without the time expression

- Cl gives the time expression

T: Tell me - every Saturday or last Saturday.
He played cards.

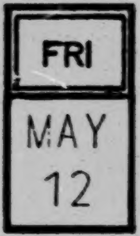
Cl: Last Saturday.

SECTION I: WHAT DID YOU DO LAST SATURDAY?

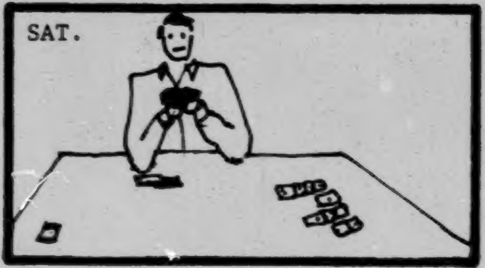
OBJECTIVE

In this section you will learn to talk to each other about what you did last week.

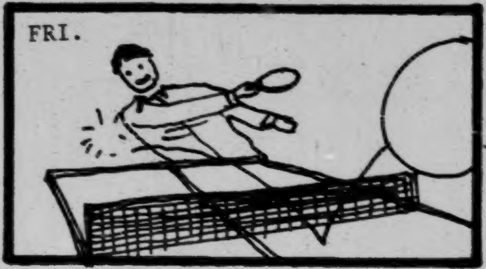
LISTENING COMPREHENSION



Today is Friday, May 12th.



He played cards last Saturday.



He played ping pong last Friday.

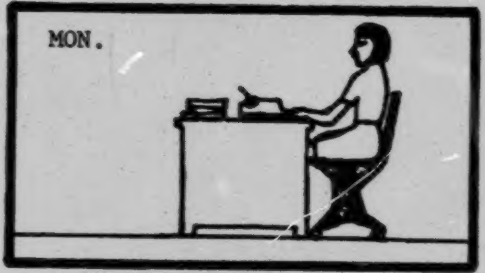
T: Tell me - every Monday or last Monday.
She types a letter.
(etc.)

Repeating

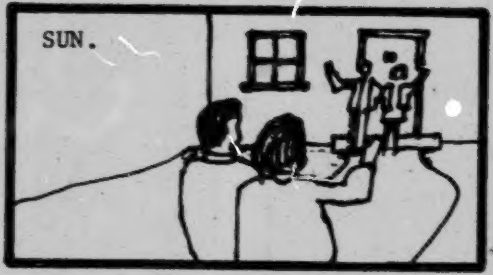
T models sentences - Cl
Gr
St > repeats

Answering

T asks "what" questions - Cl
Gr
St > answers



She typed a letter last Monday.



They visited friends last Sunday.

- -

THE DIALOGUE

Presenting the Dialogue

A. Set the scene for the conversation (or show T97).

B. Present the dialogue

1. T models - Cl listens

2. T models - Cl
Gr
St > repeats

3. Take roles:
T - Cl
Gr - Gr
St - St

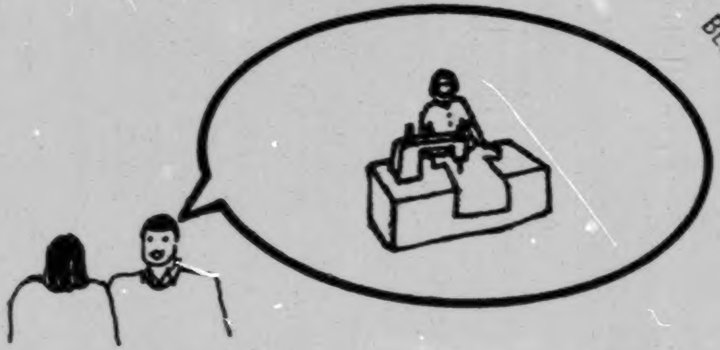
C. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr > reads

3. Take roles reading.

THE DIALOGUE



May: What did you do last Saturday?

Tom: I worked all day.

May: What did your wife do?

Tom: She stayed home and sewed.

PRACTICE

"What did you do last Saturday?"

A. Substitution Drill

T models and cues

Cl
- Gr > responds
St

B. Question and Answer Drill

1. T cues with pictures and chart on the board:

T　　　Cl
Gr > asks - Gr > answers
St　　　St

2. Distribute the pictures to individual students and have them ask each other questions.

PRACTICE

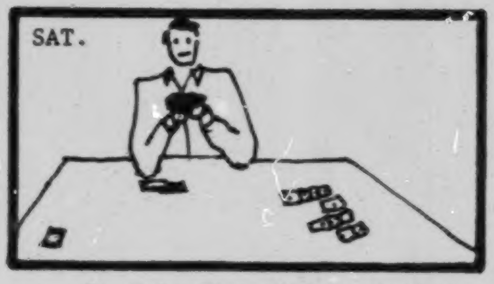
"What did you do last Saturday?"

A. Substitution Drill

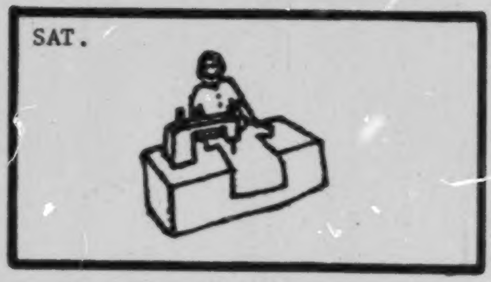
1. T: What did you do last Saturday? S: What did you do last Saturday?
Tom　What did Tom do last Saturday?
she　What did she do last Saturday?
they　What did they do last Saturday?

2. T: What did he do last Sunday? S: What did he do last Sunday?
Monday　What did he do last Monday?
Friday　What did he do last Friday?

B. Question and Answer Drill



1. S-1: What did he do last Saturday?
S-2: He played cards.



2. S-1: What did she do last Saturday?
S-2: She sewed a dress.

OPTIONAL ACTIVITY
Have students ask each other about their own activities on specific days of the past week.
S-1: What did you do last Saturday?
S-2: I watched TV.

READING

[NOTE: Have the students open their leaflets at this time.]

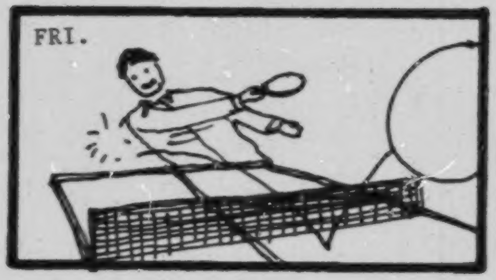
A. and B. Have students follow directions as noted in the student leaflet.

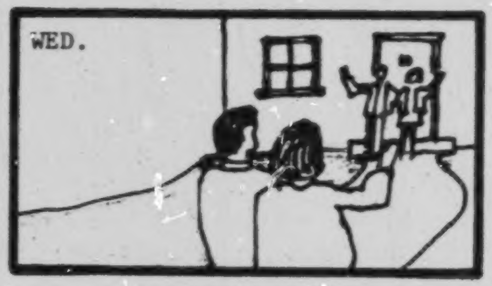
C. 1. Follow the usual procedure for practicing reading.

2. Ask comprehension questions about the story.

WRITING

Have the students follow directions as noted in the student leaflet.





3. S-1: What did he do last Friday?
S-2: He played ping pong.

4. S-1: What did they do last Wednesday?
S-2: They visited friends.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read:

Last Sunday

The Lee family worked at home last Sunday. May cleaned the kitchen and the bedroom. Ben cleaned the yard. Sam helped him. In the afternoon May visited a friend. Ben and Sam played ping pong.

WRITING

A. Write the questions or answers.

1. What did the Lee family do last Sunday?

____

2. What did May do?

____

3. ______________________________

He cleaned the yard.

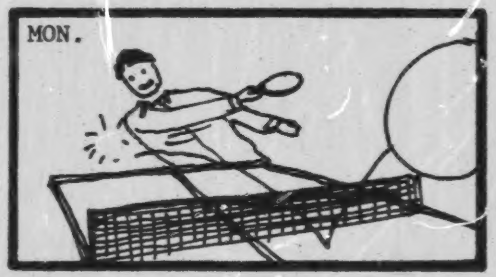
4. What did May do in the afternoon?

____

5. ______________________________

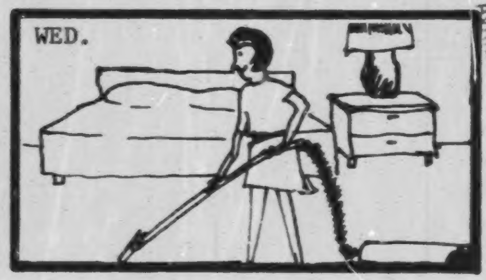
They played ping pong.

B. Write the questions or answers.



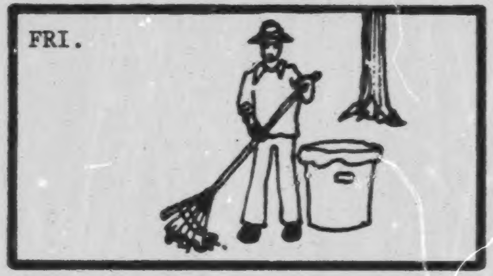
1. What did he do last Monday?

____



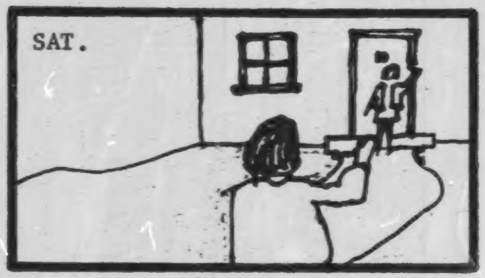
2. What did you do last Wednesday?

____



3. ______________________________

He cleaned the yard.



4. ______________________________

She visited a friend.

SECTION II: I WATCHED A MOVIE ON TV

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. Show P11, 40, and 173 or T98 and identify.
2. Point out the differences in the pronunciation of the final -ed sound of the three groups of verbs.
3. Call out the words at random and have the students hold up 1, 2, or 3 fingers to indicate the /-t/, /-d/, and /-Id/ endings.
4. Have the students repeat the words and sentences.

[NOTE: You may want to explain to the class that regular verbs form the past tense in the following manner:
  a. /t/ is the ending when the final sound is unvoiced.
  b. /d/ is the ending when the final sound is voiced.
  c. /Id/ is the ending when the final sound is a /t/ or a /d/.]

SECTION II: I WATCHED A MOVIE ON TV

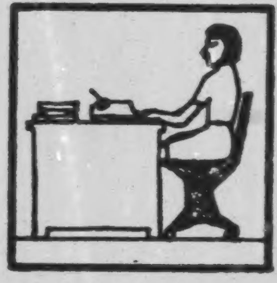
[NOTE: Put away your leaflet until time for Reading.]

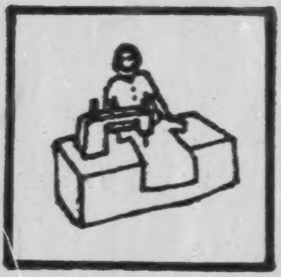
OBJECTIVES

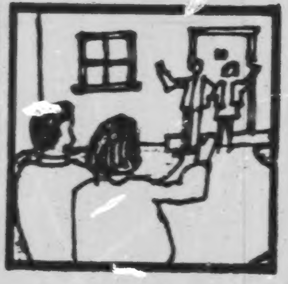
In this section you will:

1. Practice pronunciation.
2. Learn to talk about what you did yesterday.

PRONUNCIATION


1. /-t/ typed


2. /-d/ sewed


3. /-Id/ visited

talked	listened	wanted
danced	learned	needed
liked	served	shifted

She typed a letter.

He helped his sister.

She sewed a dress.

He mailed a letter.

They visited friends.

He needed a stamp.

THE DIALOGUE

Presenting the Dialogue

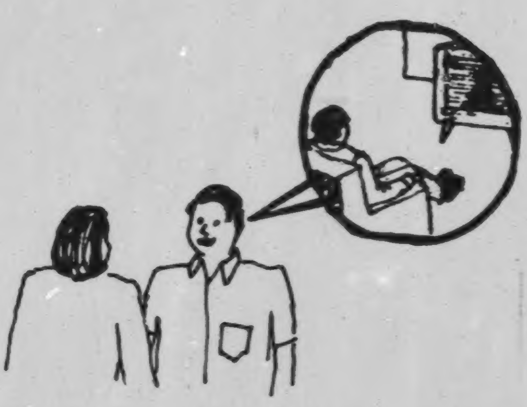
A. Set the scene for the conversation between Ann and Paul (P97 or T99).

B. Follow the usual procedure for presenting the dialogue.

C. Show the dialogue on the board or overhead for reading lesson.

[NOTES: 1. Explain the concepts of "yesterday" and "last night."
2. Explain the concept of "new" words.]

THE DIALOGUE



Ann: Did you study English yesterday?

Paul: No, I didn't. But I learned some new words.

Ann: What did you do?

Paul: I watched a movie on TV.

PRACTICE

"Yes, he did/No, he didn't"

A. Repetition Drill

T cues, asks "yes-no" questions and models answer (both affirmative and negative)

- Cl repeats

T: (Show watching a movie.)
Did he study English last night?
No, he didn't. Repeat.

Cl: No, he didn't.

PRACTICE

B. Answer Drill

T asks - Cl
Gr answers
St

T: Did he watch a movie last night?
S: Yes, he did.

OPTIONAL ACTIVITY
Ask students "yes-no" questions about what they did last Saturday, last Friday, etc.

"Did he watch a movie last night?"

A. Substitution Drill

T models and cues

- Cl
Gr responds
St

"Did he watch a movie last night?"

A. Substitution Drill

1. T: Did he watch a movie last night?

	S: Did he watch a movie last night?
Lucy	Did Lucy watch a movie last night?
you	Did you watch a movie last night?
they	Did they watch a movie last night?

2. T: Did Paul clean the yard yesterday?

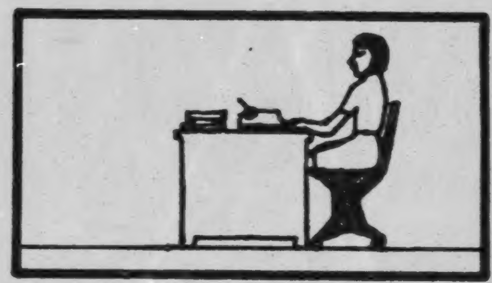
	S: Did Paul clean the yard yesterday?
play cards	Did Paul play cards yesterday?
visit friends	Did Paul visit friends yesterday?
study English	Did Paul study English yesterday?

B. Question and Answer Drill

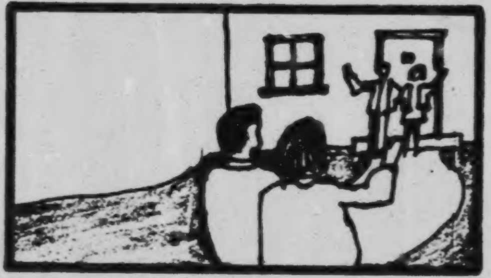
T gives picture and word cues:

St asks - St answers

B. Question and Answer Drill



1. S-1: Did she type yesterday?
   S-2: Yes, she did.



2. S-1: Did they clean the yard yesterday?
   S-2: No, they didn't.

* * *

3. S-1: Did you play cards yesterday?
   S-2: No, I didn't.

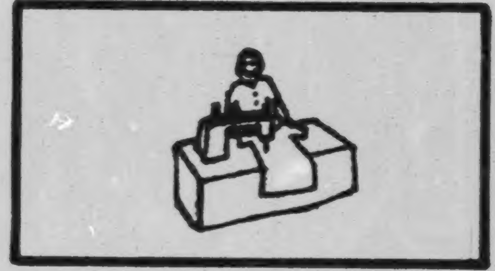
4. S-1: Did he learn new words yesterday?
   S-2: Yes, he did.

MINI-DIALOGUES

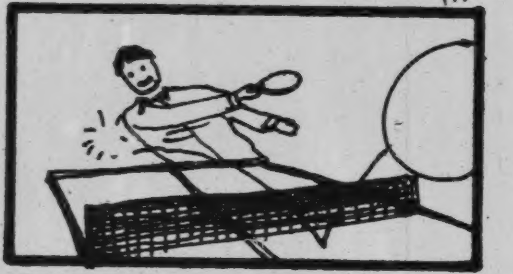
T gives picture and word cues and sets pattern:

$\left.\begin{matrix}\text{T}\\\text{St}\end{matrix}\right\rangle$ asks - St answers

MINI-DIALOGUES



1. S-1: Did you watch a movie on TV last night?
   S-2: No, I didn't.
   S-1: What did you do?
   S-2: I sewed a dress.



2. S-1: Did you play cards yesterday?
   S-2: No, I didn't.
   S-1: What did you do?
   S-2: I played ping pong.

READING

[NOTE: Have students open their leaflets at this time.]

A. Have students follow directions as noted in the student leaflet.

B. Follow the usual procedure for practicing reading.

C. Have students read the answers to the comprehension questions about the story.

READING

A. Read the Practice exercises on pages 5 and 6 and the Mini-dialogues on page 6.

B. Read:

Last Night

Mr. Kim watches TV every night. He watched a movie and the 11 o'clock news last nigh Mrs. Kim didn't watch the movie. She and the children played cards.

C.

1. What does Mr. Kim do every night?
2. What did he do last night?
3. Did Mrs. Kim watch the movie?
4. What did she and the children do?

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers.

1. Does Mr. Kim watch TV every night?

____

2. Did he watch TV last night?

____

3. _______________________________________

No, she didn't.

4. Did the children watch the movie?

____

5. What did they do?

____

Los Angeles Unified School District
Asian Project - ABE
AP-202673

LESSON TWENTY-SIX - STUDENT LEAFLET
SECTION I: What Did You Do Last Saturday?
SECTION II: I Watched a Movie on TV

LESSON TWENTY-SIX

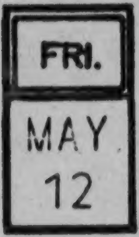
SECTION I: WHAT DID YOU DO LAST SATURDAY?

OBJECTIVE

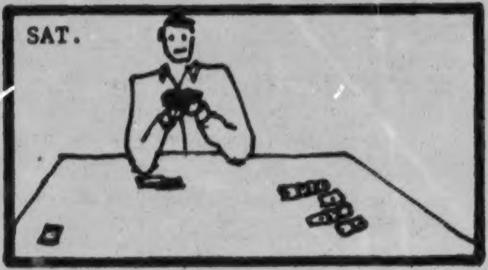
In this section you will learn to talk to each other about what you did last week.

- -

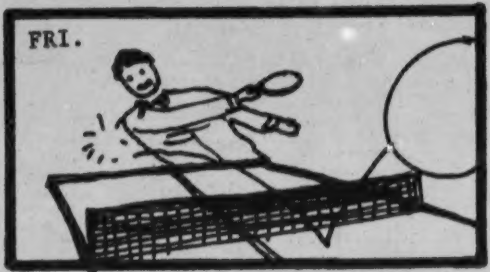
LISTENING COMPREHENSION



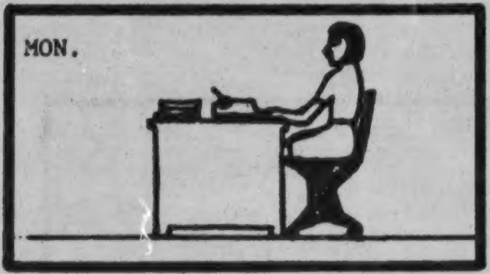
Today is Friday, May 12th.



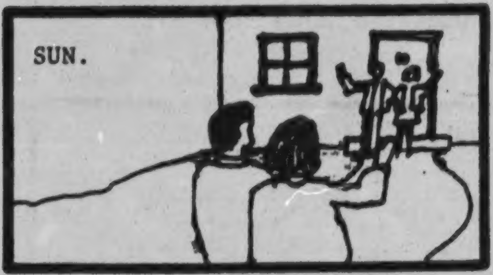
He played cards last Saturday.



He played ping pong last Friday.



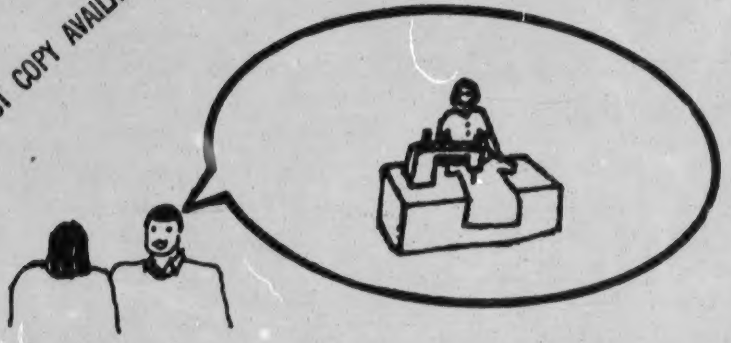
She typed a letter last Monday.



They visited friends last Sunday.

[TEACHER: Follow the Lesson Guide for the most
effective use of this material.]

THE DIALOGUE



May: What did you do last Saturday?

Tom: I worked all day.

May: What did your wife do?

Tom: She stayed home and sewed.

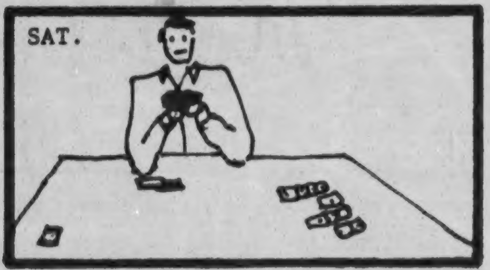
PRACTICE

"What did you do last Saturday?"

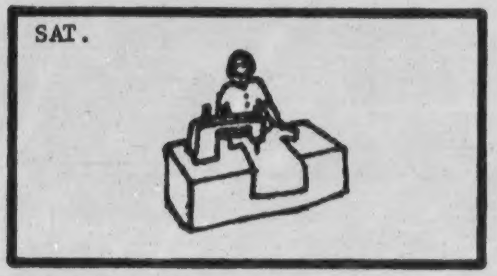
A. Substitution Drill

	T:	S:
1.	What did you do last Saturday?	What did you do last Saturday?
	Tom	What did Tom do last Saturday?
	she	What did she do last Saturday?
	they	What did they do last Saturday?
2.	What did he do last Sunday?	What did he do last Sunday?
	Monday	What did he do last Monday?
	Friday	What did he do last Friday?

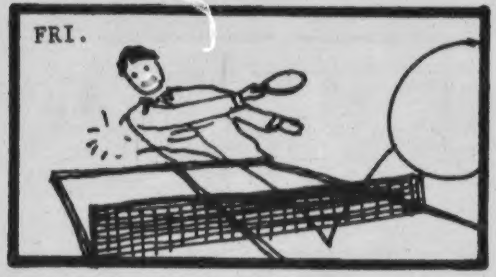
B. Question and Answer Drill



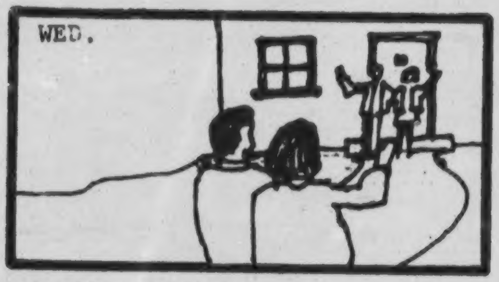
1. S-1: What did he do last Saturday?
   S-2: He played cards.



2. S-1: What did she do last Saturday?
   S-2: She sewed a dress.



3. S-1: What did he do last Friday?
   S-2: He played ping pong.



4. S-1: What did they do last Wednesday?
   S-2: They visited friends.

- -

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read:

Last Sunday

The Lee family worked at home last Sunday. May cleaned the kitchen and the bedroom. Ben cleaned the yard. Sam helped him. In the afternoon May visited a friend. Ben and Sam played ping pong.

- -

WRITING

A. Write the questions or answers.

1. What did the Lee family do last Sunday?

   ____

2. What did May do?

   ____

3. ____

   He cleaned the yard.

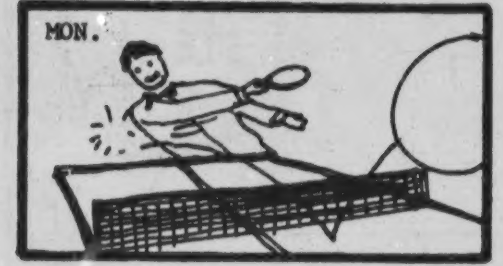
4. What did May do in the afternoon?

   ____

5. ____

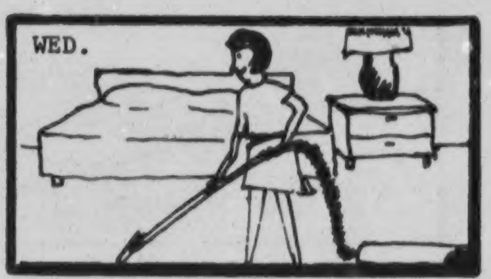
   They played ping pong.

B. Write the questions or answers.



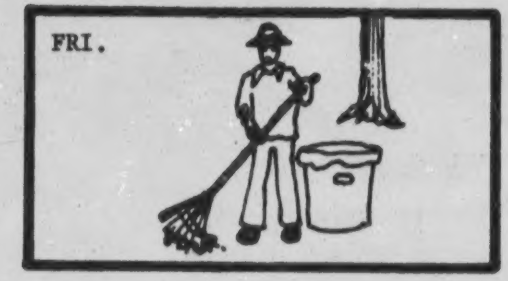
1. What did he do last Monday?

____



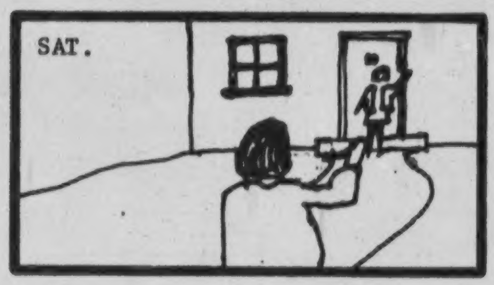
2. What did you do last Wednesday?

____



3. ______________________________

He cleaned the yard.



4. ______________________________

She visited a friend.

- -

SECTION II: I WATCHED A MOVIE ON TV

[NOTE: Put away your leaflet until time for Reading.]

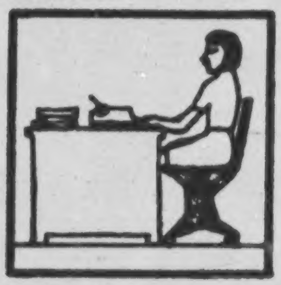
OBJECTIVES

In this section you will:

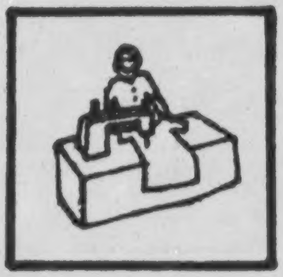
1. Practice pronunciation.
2. Learn to talk about what you did yesterday.

- -

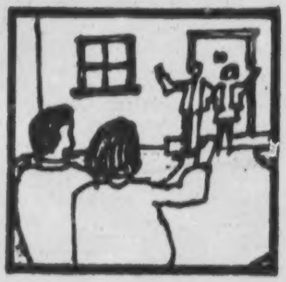
PRONUNCIATION



1. /-t/ typed



2. /-d/ sewed



3. /Id/ visited

talked
danced
liked

listened
learned
served

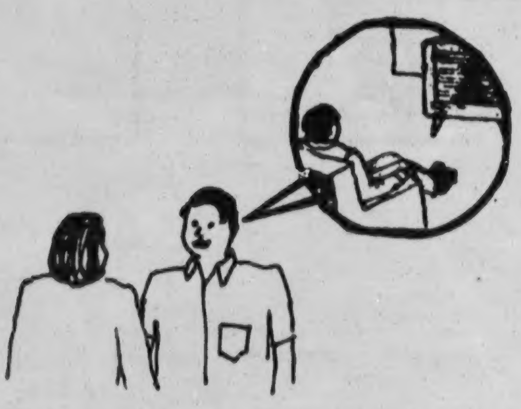
wanted
needed
shifted

She typed a letter.
He helped his sister.

She sewed a dress.
He mailed a letter.

They visited friends.
He needed a stamp.

THE DIALOGUE



Ann: Did you study English yesterday?

Paul: No, I didn't. But I learned some new words.

Ann: What did you do?

Paul: I watched a movie on TV.

PRACTICE

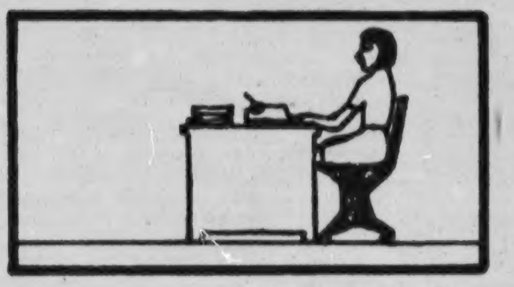
"Did he watch a movie last night?"

A. Substitution Drill

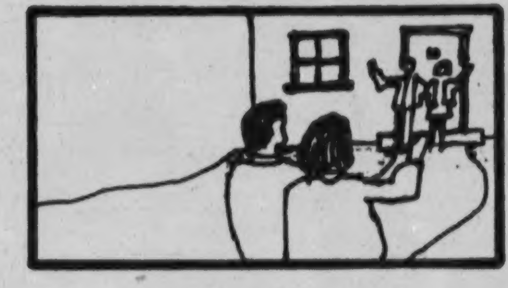
1. T: Did he watch a movie last night? S: Did he watch a movie last night?
Lucy — Did Lucy watch a movie last night?
you — Did you watch a movie last night?
they — Did they watch a movie last night?

2. T: Did Paul clean the yard yesterday?	S: Did Paul clean the yard yesterday?
play cards	Did Paul play cards yesterday?
visit friends	Did Paul visit friends yesterday?
study English	Did Paul study English yesterday?

B. Question and Answer Drill



1. S-1: Did she type yesterday?
   S-2: Yes, she did.



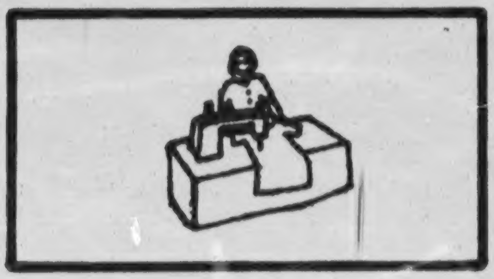
2. S-1: Did they clean the yard yesterday?
   S-2: No, they didn't.

*　　*　　*

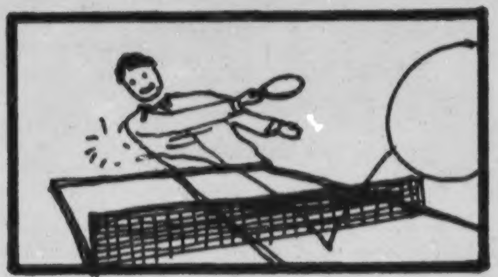
3. S-1: Did you play cards yesterday?
   S-2: No, I didn't.

4. S-1: Did he learn new words yesterday?
   S-2: Yes, he did.

MINI-DIALOGUES



1. S-1: Did you watch a movie on TV last night?
   S-2: No, I didn't.
   S-1: What did you do?
   S-2: I sewed a dress.



2. S-1: Did you play cards yesterday?
   S-2: No, I didn't.
   S-1: What did you do?
   S-2: I played ping pong.

READING

A. Read the Practice exercises on pages 5 and 6 and the Mini-dialogues on page 6.

B. Read:

Last Night

Mr. Kim watches TV every night. He watched a movie and the 11 o'clock news last night. Mrs. Kim didn't watch the movie. She and the children played cards.

C. 1. What does Mr. Kim do every night?

2. What did he do last night?

3. Did Mrs. Kim watch the movie?

4. What did she and the children do?

- -

WRITING

Write the questions or answers.

1. Does Mr. Kim watch TV every night?

____

2. Did he watch TV last night?

____

3. ____

No, she didn't.

4. Did the children watch the movie?

____

5. What did they do?

____

LESSON TWENTY-SIX: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of past activities and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "what" questions about past activities. (What did he do last Saturday?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (He visited friends.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "yes-no" question with "did." (Did you watch a movie on TV?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, I did/No, I didn't.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He played ping pong.
2. They visited friends.
3. I watched a good movie on TV.
4. She cleans the yard.
5. He didn't stay home yesterday.
6. She typed a letter.
7. Did he play cards last Sunday?
8. Did they go to the movie yesterday?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON TWENTY-SIX: STUDENT EVALUATION FORM

I. Oral Exercise

- -

II. LISTENING COMPREHENSION

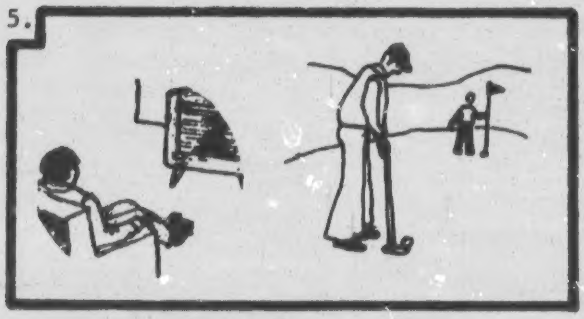
Directions: Listen to the teacher. Circle the correct answer.

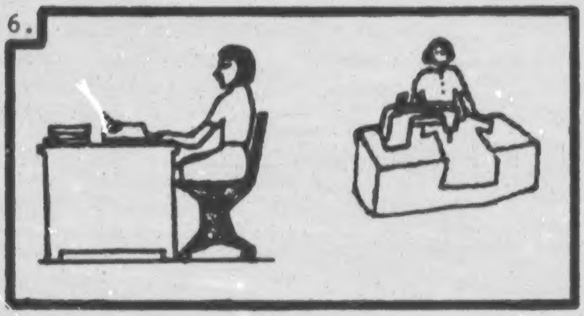
1. every day yesterday

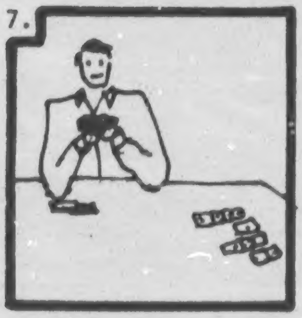
2. every week last Sunday

3. every night last night

4. every Sunday last week

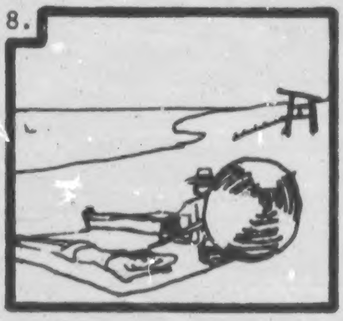
5.


6.


7.


Yes, he did.

Yes, he does.

8.


No, they don't.

No, they didn't.

III. READING

Directions: Circle the correct answers.

1. What did you do ________________?

every week
last week
every day

2. ______________ she study English yesterday?

Do
Does
Did

3. Did Tom ___________ the yard last Saturday?

cleaned
cleans
clean

4. They ________ a movie last night.

watches
watch
watched

IV. WRITING

Directions: Write the correct answers.

Tom and Ann stayed home last weekend. Ann sewed a dress and Tom cleaned the yard. Then they watched a movie on TV.

1. Did Tom and Ann stay home last weekend?

____

2. Did Tom play ping pong?

____

3. Did Ann sew a dress?

____

4. What did Tom and Ann do?

____ a movie on TV.

LESSON TWENTY-SIX

第二十六課

SECTION I: WHAT DID YOU DO LAST SATURDAY?

第一節：你上星期六做了些什麼事？

OBJECTIVE

學習目標

In this section you will learn to talk to each other about what you did last week.

在這一節裡，你們要學習談論上星期的活動。

THE DIALOGUE

對話

May: What did you do last Saturday?

上星期六你做了些什麼事？

Tom: I worked all day.

我工作了一整天。

May: What did your wife do?

你太〻做了些什麼？

Tom: She stayed home and sewed.

她在家裡縫衣服。

SECTION II: I WATCHED A MOVIE ON TV

第二節：我在電視上看了一場電影

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.

一、練習發音。

2. Learn to talk about what you did yesterday.

二.學習談論你們昨天做的事情。

THE DIALOGUE

Ann: Did you study English yesterday?

Paul: No, I didn't. But I learned some new words.

Ann: What did you do?

Paul: I watched a movie on TV.

對話

你昨天唸了英文嗎？

沒有。我學了些新字。

你做什麼？

我在電視上看了一場電影。

NOTES

1. Past tense describes past events. To change the regular verb into past tense in English, add a -d or an -ed to the verb.

Example:		
	play	played
	change	changed

2. When "did" is used, the main verb remains in simple form. Example: "Did you watch the movie?" but not *"Did you watched the movie?"

應注意事項

一.過去式說明過去的事情。英文的過去式通常在規則動詞後面加"ed"。

如：		
	play (玩)	現在式
	played (玩)	過去式
	change (改變)	現在式
	changed (改變)	過去式

二.如果句子裡用"did"，主要動詞仍是用現在式，因此應該說："Did you enjoy the movie?" 而不是：*"Did you enjoy-ed the movie?"

LESSON TWENTY-SEVEN

OBJECTIVES

Listening Comprehension: Student will be able to identify:

1. Specific occupations.
2. Past activities of workers in certain occupations.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify the above items.
2. Talk about the kinds of work that people in certain occupations are able to do.
3. Talk about the kind of work he did in his country.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	Can he repair trucks?	Yes, he can/No, he can't. I/He can repair cars.
	Where did you work in your country?	
Review:		I worked in a department store.
	What's his occupation?	He's an auto mechanic.
	Did you wait on customers?	Yes, I did/No, I didn't.
	Where does he work?	

INSTRUCTIONAL AIDS

Drill pictures:
P195 - an auto mechanic (repairing a car)
P196 - a seamstress (using a power machine)
P197 - a plumber (fixing a faucet)
P198 - an electrician (fixing the lights)
P199 - an artist (painting a picture)

Also:
P6 - a nurse
P7 - a waiter
P11 - a secretary
P12 - a saleslady
P20 - a baker
P171 - an usher (They go to the movies)

Transparencies:
T100 - Occupations: an auto mechanic, a seamstress, a plumber, a secretary, an electrician, an artist
T101 - Dialogue (What's your occupation?)
T102 - He worked in a bakery, a garage, a theater; she worked in a department store, hospital, office
T103 - Dialogue (Did you use a power machine?)

Student handouts:
Student leaflets
Student evaluation form

Lesson Guide:
Evaluation form

- -

STRUCTURAL NOTES

1. The concept of "can" exists in both the Asian and Spanish languages. The chart below points out specific problem areas:

   a. For the Asians, the word order in questions.
   b. For the Spanish, the use of an infinitive after the auxiliary "can/can't."

English	Can	he		repair	cars		?
Chinese	he		can	repair	car		question particle
Japanese	he+particle				car+particle	repair+particle	can+ question particle
Korean	he+particle				car	repair+particle	can+verb+question particle
Tagalog	Can			repair+question particle	he	article	cars ?
Spanish	Can	he		to repair	cars		?

Los Angeles Unified School District
Asian Project - ABE
AP-212773

LESSON TWENTY-SEVEN - LESSON GUIDE
SECTION I: Can You Repair Trucks?
SECTION II: Where Did You Work in Your Country?

LESSON TWENTY-SEVEN

OBJECTIVES

__Listening Comprehension:__ Student will be able to identify:

1. Specific occupations.
2. Past activities of workers in certain occupations.

__Listening and Speaking:__ Student will be able to:

1. Give an appropriate response upon being asked to identify the above items.
2. Talk about the kinds of work that people in certain occupations are able to do.
3. Talk about the kind of work he did in his country.
4. Perform the above with acceptable pronunciation.

__Reading and Writing:__ Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

__New:__	Can he repair trucks?	Yes, he can/No, he can't. I/He can repair cars.
	Where did you work in your country?	
__Review:__		I worked in a department store.
	What's his occupation?	He's an auto mechanic.
	Did you wait on customers?	Yes, I did/No, I didn't.
	Where does he work?	

INSTRUCTIONAL AIDS

Drill pictures:
P195 - an auto mechanic (repairing a car)
P196 - a seamstress (using a power machine)
P197 - a plumber (fixing a faucet)
P198 - an electrician (fixing the lights)
P199 - an artist (painting a picture)

Also:
P6 - a nurse
P7 - a waiter
P11 - a secretary
P12 - a saleslady
P20 - a baker
P171 - an usher (They go to the movies)

Transparencies:
T100 - Occupations: an auto mechanic, a seamstress, a plumber, a secretary, an electrician, an artist
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1. The concept of "can" exists in both the Asian and Spanish languages. The chart below points out specific problem areas:

   a. For the Asians, the word order in questions.
   b. For the Spanish, the use of an infinitive after the auxiliary "can/can't."

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Chinese		he	can	repair	car		question particle
Japanese		he+particle			car+particle	repair+particle	can+ question particle
Korean		he+particle			car	repair+particle	can+verb+question particle
Tagalog	Can			repair+question particle	he	article	cars ?
Spanish	Can	he		to repair	cars		?

2. Another area of difficulty for the students lies in making the distinction between "can" and "can't" in statements and in short answers.
   a. Point out the contrast in the pronunciation of can /kən/ and can't /kænt/ in statements.
   b. Point out the importance of the final /t/ sound in the word "can't."
   c. Point out the importance of "yes" and "no" in short answers.

- -

SECTION I: CAN YOU REPAIR TRUCKS?

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Use drill pictures from Lesson 26 as cues for review.

B. Other items for review:

   1. "What did you do last Saturday/yesterday?"

   2. "Did you watch a movie last night?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: CAN YOU REPAIR TRUCKS?

OBJECTIVE

In this section you will learn to talk about the kinds of work that people in certain occupations are able to do.

LISTENING COMPREHENSION

Listening

T shows drill pictures P11, 195-199 or T100 and identifies occupations.

Repeating

T cues and models name of occupation

- Cl / Gr / St > repeats

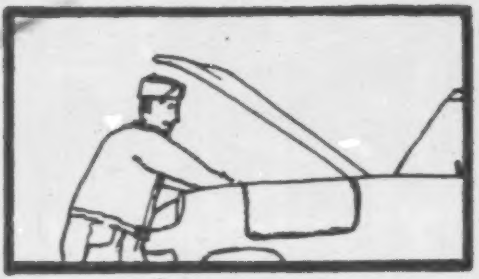
Answering

T cues and asks - Cl / Gr / St > answers

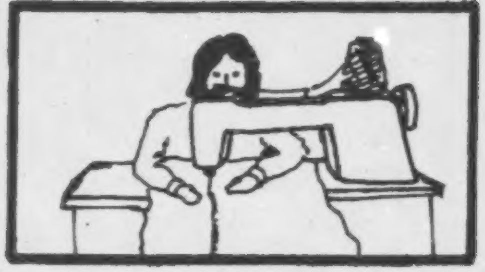
T: What's his occupation?

[NOTES: 1. Explain concept of "occupation."
2. "Power machine operator" is a commonly-used term for a person working with factory-type sewing machines.]

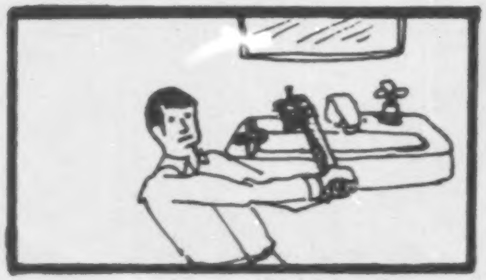
LISTENING COMPREHENSION



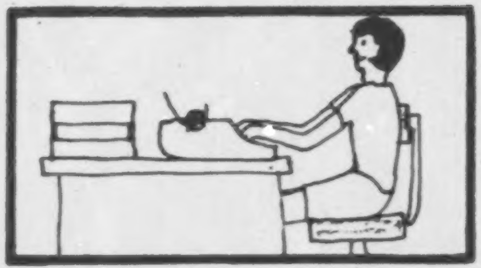
He's an auto mechar .



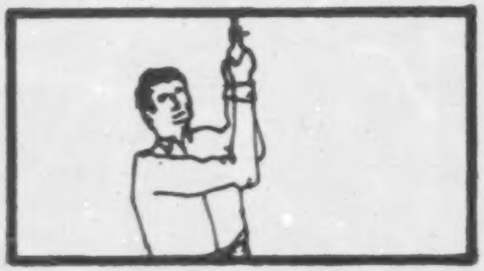
She's a seamstress.



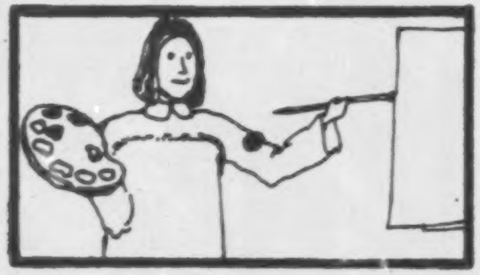
He's a plumber.



She's a secretary.



He's an electrician.



She's an artist.

THE DIALOGUE

Presenting the Dialogue

A. Show picture of auto mechanic (or use T101) and present the dialogue following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

PRACTICE

"I'm an auto mechanic"

A. Substitution Drill

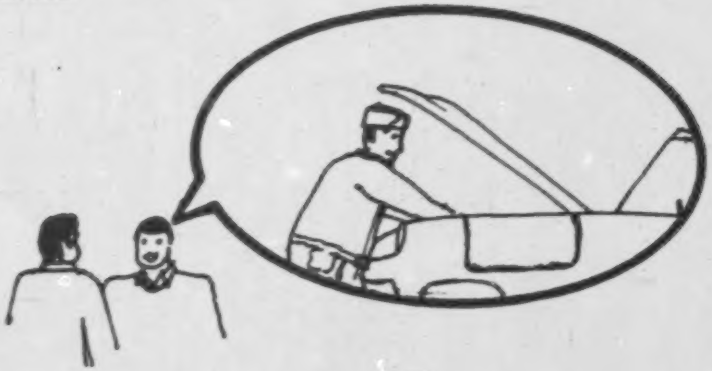
T gives picture and word cues

- Cl, Gr, St > repeats

OPTIONAL DRILL

T: He's an artist.
I
Bill
May
She

THE DIALOGUE



Paul Kim: What's your occupation?

Tom Jones: I'm an auto mechanic.

Paul Kim: Can you repair trucks, too?

Tom Jones: Yes, I can.

PRACTICE

"I'm an auto mechanic"

Substitution Drill

T:	S:
I'm an auto mechanic.	I'm an auto mechanic.
plumber	I'm a plumber.
electrician	I'm an electrician.
seamstress	I'm a seamstress.
artist	I'm an artist.
secretary	I'm a secretary.

B. Answer Drill

T cues and asks - Cl
Gr > answers
St

T: What's your occupation?
S: I'm a secretary.

"What's your occupation?"

A. Substitution Drill

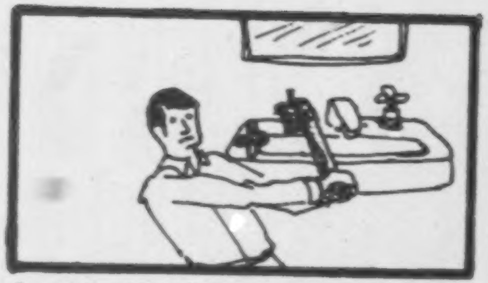
T: What's your occupation?
Tom's
Ann's
his
her

B. Question and Answer Drill

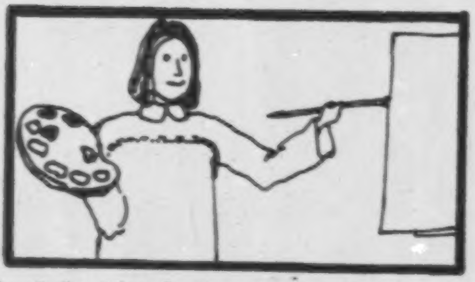
T cues: T
Gr > asks - Gr > answers
St St
Cl

OPTIONAL ACTIVITIES
1. Have students ask each other questions about their occupation.
2. Distribute the occupation pictures from Lessons 3 and 4 (P5-13, P19-25) and have students ask each other questions.

"What's your occupation?"



1. S-1: What's your occupation?
S-2: I'm a plumber.



2. S-1: What's her occupation?
S-2: She's an artist.

* * *

3. S-1: What's her occupation?
S-2: She's a seamstress.

4. S-1: What's his occupation?
S-2: He's an electrician.

EXTENSION

"An auto mechanic can . . ."

A. Repetition Drill

T cues with pictures of occupations and models

- Cl repeats

T: What can an auto mechanic do?
He can repair cars.

B. Answer Drill

T cues and asks - Cl
Gr > answers
St

T: What can an auto mechanic do?

"Yes, he can/No, he can't"

A. Repetition Drill

T cues, asks, and models answer - Cl repeats answer

T: (Show auto mechanic.) Can he type?
No, he can't.

B. Answer Drill

T cues and asks "yes-no" questions - Cl
Gr > answers
St

T: Can she paint pictures?

EXTENSION

"An auto mechanic can . . ."

An auto mechanic can repair cars.

A seamstress can sew dresses.

A plumber can fix faucets.

A secretary can type letters.

An electrician can fix the lights.

An artist can paint pictures.

"Can you repair cars?"

A. Substitution Drill

T gives picture and word cues

Cl
- Gr > repeats
St

OPTIONAL DRILL

T: Can you repair cars?
they
he
she

B. Question and Answer Drill

T gives picture and word cues:

T
Gr > asks - Gr > answers
St

Cl
St

OPTIONAL ACTIVITY

Have students ask each other questions about their ability to do various things.

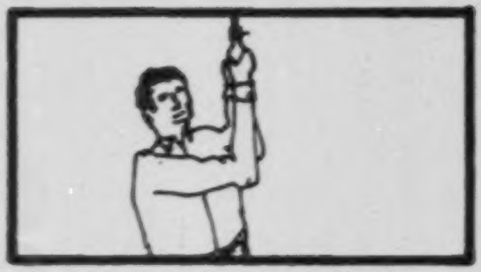
S: Can you repair a TV set?

"Can you repair cars?"

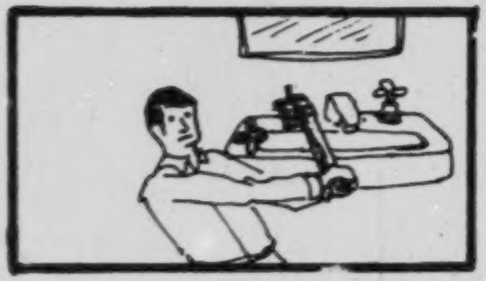
A. Substitution Drill

T: Can you repair cars?	S: Can you repair cars?
fix the lights	Can you fix the lights?
fix faucets	Can you fix faucets?
type letters	Can you type letters?
sew dresses	Can you sew dresses?
paint pictures	Can you paint pictures?

B. Question and Answer Drill



1. S-1: Can an electrician fix the lights?
S-2: Yes, he can.



2. S-1: Can a plumber repair trucks?
S-2: No, he can't.

MINI-DIALOGUES

T gives picture and word cues and sets pattern:

St asks - St answers

MINI-DIALOGUES

1. S-1: What's his occupation?
   S-2: He's an auto mechanic.
   S-1: Can he fix the lights?
   S-2: No, he can't.

2. S-1: What's her occupation?
   S-2: She's a secretary.
   S-1: Can she type letters?
   S-2: Yes, she can.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., C., and D. Have students follow directions as noted in the student leaflet.

E. Follow the usual procedure for practicing reading.

F. Have students answer comprehension questions about the story.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on page 2.

C. Read the Extension exercises on page 3.

D. Read the Mini-dialogues on page 3.

E. Read:

Mr. and Mrs. Jones

Tom Jones is an auto mechanic. He works days a week. He can repair cars and trucks. Ann Jones is a waitress. She works five days a week. Ann can sew dresses, too. She likes to sew at home on weekends.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the Reading.

1. What's his occupation? ____________________
2. Can he repair trucks? ____________________
3. ____________________ She's a waitress.

4. Does she work six days a week? ____________________

5. ____________________ Yes, she can.

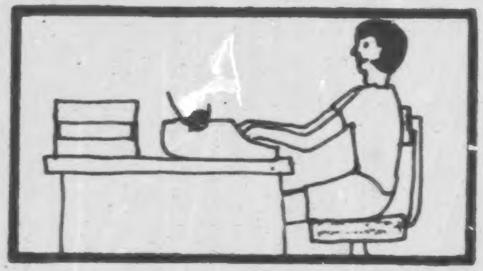
B. Write the questions or answers.

1. What's her occupation?

____

Can she type?

____

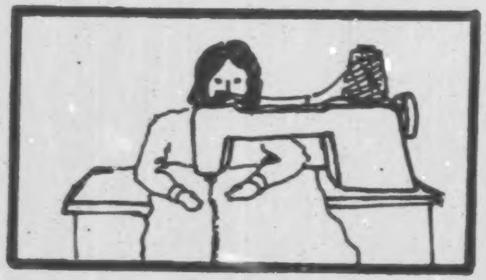


2. ____________________

She's a seamstress.

Can she type?

____



- -

SECTION II: WHERE DID YOU WORK IN YOUR COUNTRY?

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: WHERE DID YOU WORK IN YOUR COUNTRY?

OBJECTIVES

In this section you will:

1. Practice pronunciation.

2. Learn to ask each other questions about where you worked and what you did in your country.

PRONUNCIATION

1. Point out contrast between "can" and "can't" in statements. (Go through motions of typing for "can" and shake your head for "can't.")

   T models - Cl listens

2. Model the sentences and have students nod or shake their heads for affirmative and negative statements.

3. T models - Cl
   Gr > repeats
   St

4. Point out pronunciation of "can" in questions and in short answers.

   a. T models - Cl listens

   b. T models - Cl
   Gr > repeats
   St

LISTENING COMPREHENSION

Listening

T shows P6, 7, 12, 20, 171, and 195 (or T102) and identifies location only

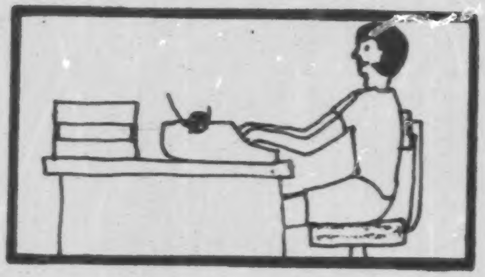
- Cl listens

Repeating

T cues and models locations

- Cl
Gr > repeats
St

PRONUNCIATION



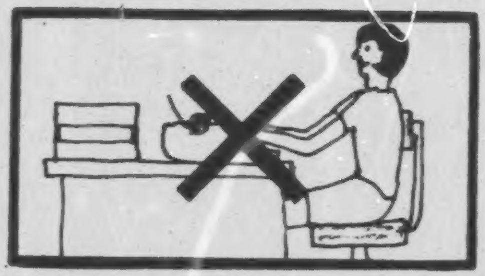
/ə/ - I can type.

You can dance.

We can do it.

Can you sew?

Can you paint?



/æ/ - I can't type.

You can't dance.

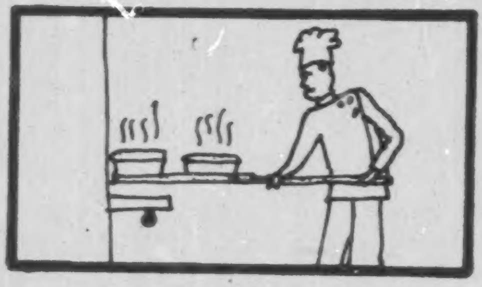
We can't do it.

Yes, I can.

No, I can't.

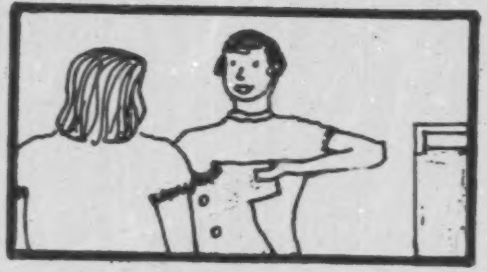
LISTENING COMPREHENSION

Where did he/she work in his/her country?



He worked in a bakery.

He baked bread.



She worked in a department store.

She waited on customers.

Answering

T cues and asks - Cl
Gr
St answers

T: Where did he work?
S: He worked in a bakery.

"What did he do in a bakery?"

Listening

T shows pictures and identifies specific activities - Cl listens

Repeating

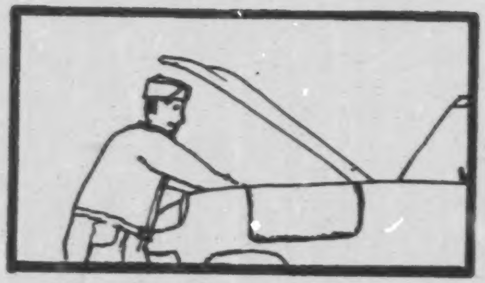
T cues and models activities

- Cl
Gr
St repeats

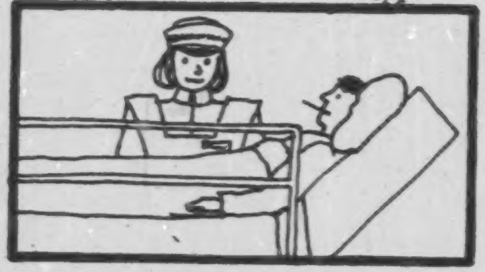
Answering

T cues and asks - Cl
Gr
St answers

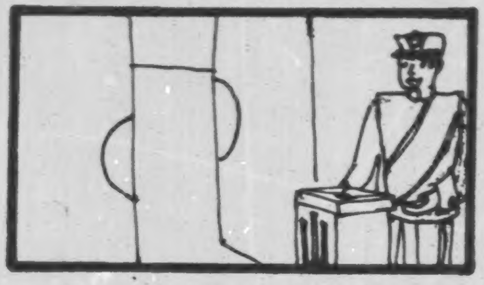
T: What did he do in a bakery?
S: He baked bread.



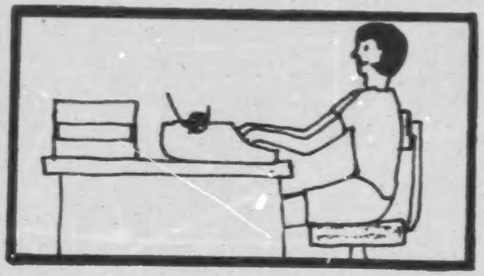
He worked in a garage.
He repaired cars.



She worked in a hospital.
She helped the patients.



He worked in a theater.
He collected tickets.



She worked in an office.
She typed letters.

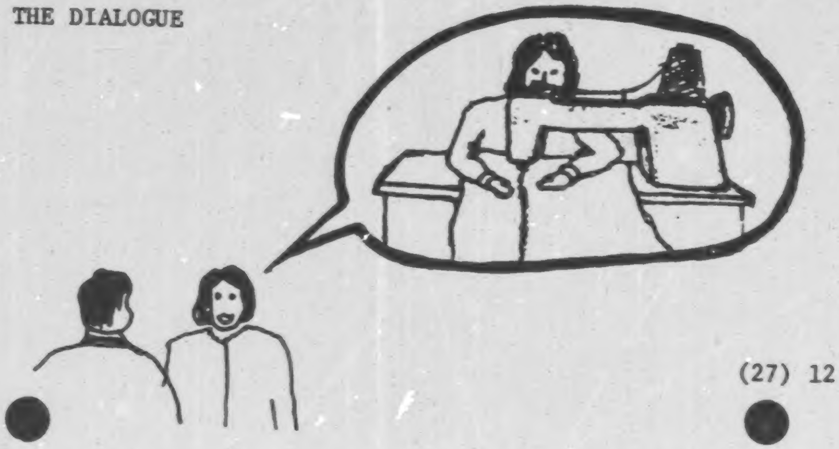
THE DIALOGUE

A. Show P196 or T103 and set the scene for the dialogue.

B. Present the dialogue following the usual procedure.

C. Show dialogue on board or overhead for reading lesson.

THE DIALOGUE



Bill Nelson: Where did you work in your country?
May Lee: I worked in a dress factory.
Bill Nelson: Did you use a power machine?
May Lee: Yes, I did.

PRACTICE

"Where did you work in your country?"

A. Substitution Drill

T: Where did you work in your country?
Ben
Maria
(etc.)

B. Question and Answer Drill

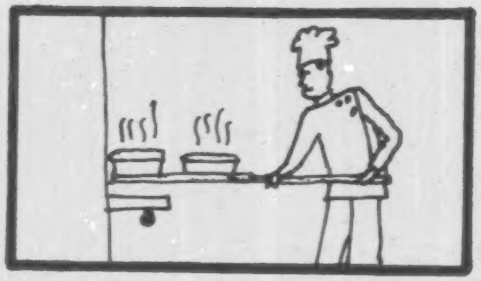
T gives picture and word cues:

T, Gr, St > asks - Cl, Gr, St > answers

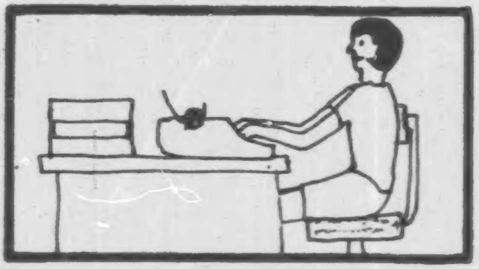
T: (Show bakery picture.)
Ben

PRACTICE

"Where did you work in your country?"



1. S-1: Where did Ben work in his country?
S-2: He worked in a bakery.



2. S-1: Where did Maria work in her country?
S-2: She worked in an office.

* * *

3. S-1: Where did she work in her country?
S-2: She worked in a hospital.

4. S-1: Where did you work in your country?
S-2: I worked in a garage.

OPTIONAL ACTIVITY

Have students ask each other where they worked in their country.

"Yes, I did/No, I didn't"

A. Repetition Drill

T cues and models - Cl repeats answer

T: (Show the bakery picture.)
Did you serve drinks?
No, I didn't.

S: No, I didn't.

B. Answer Drill

T cues and asks "yes-no" questions - Cl / Gr / St > answers

T: Did you repair cars?
S: No, I didn't.
T: Did you bake bread?
S: Yes, I did.

"Did you use a power machine?"

A. Substitution Drill

T models and cues: - Cl / Gr / St > responds

OPTIONAL DRILL

T: He baked bread.
She
Bill
(etc.)

"Did you use a power machine?"

A. Substitution Drill

T: Did you use a power machine?	S: Did you use a power machine?
bake bread	Did you bake bread?
type letters	Did you type letters?
help the patients	Did you help the patients?
wait on customers	Did you wait on customers?
repair trucks	Did you repair trucks?

B. Question and Answer Drill

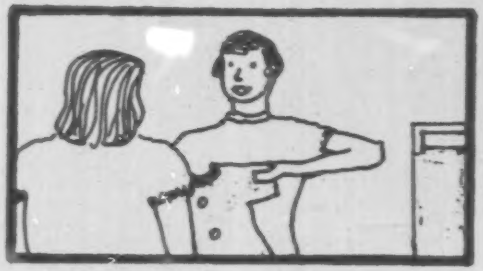
T gives picture and word cues:

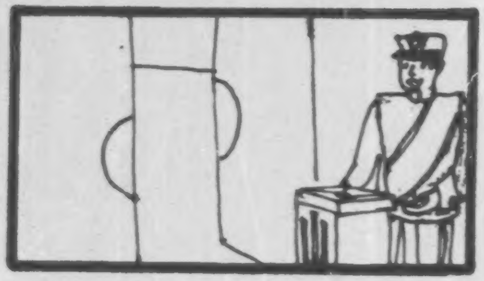
T, Gr, St asks - Cl, Gr, St answers

OPTIONAL ACTIVITY

Distribute the pictures to individual students and have them ask each other "yes-no" questions.

B. Question and Answer Drill





5. S-1: Did she wait on customers?
   S-2: Yes, she did.

6. S-1: Did he repair trucks?
   S-2: No, he didn't.

* * *

7. S-1: Did she type letters?
   S-2: No, she didn't.

8. S-1: Did you bake bread?
   S-2: Yes, I did.

MINI-DIALOGUES

T sets pattern and gives picture and word cues:

St asks - St answers

MINI-DIALOGUES

1. S-1: Where did she work in her country?
   S-2: She worked in a hospital.
   S-1: Did she wash dishes?
   S-2: No, she didn't.

2. S-1: Where did he work in his country?
   S-2: He worked in a theater.
   S-1: Did he collect tickets?
   S-2: Yes, he did.

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow directions as noted in the student leaflet.

READING

A. Read the sentences on pages 5 and 6.

B. Read the Practice exercises on page 7.

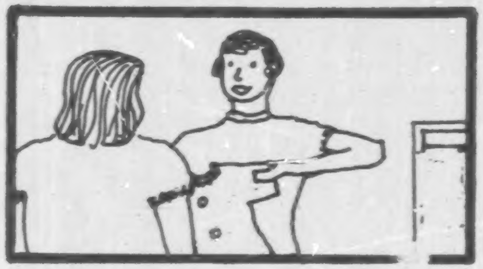
C. Read the Mini-dialogues on page 8.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers.

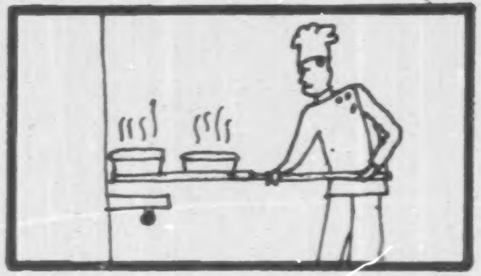


1. ____________________

She worked in a department store.

Did she wait on customers?

____

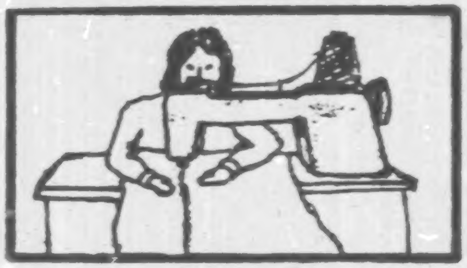


2. Where did he work in his country?

____

Did he collect tickets?

____

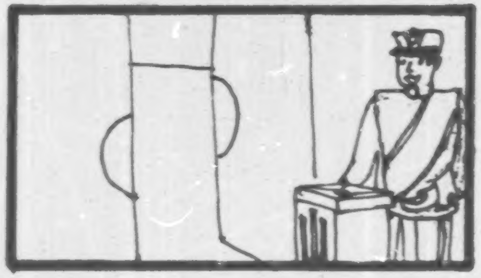


3. What did you do in your country?

____

Where did you work?

____



4. ____________________

I collected tickets.

Where did you work?

____

Los Angeles Unified School District
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AP-202773

LESSON TWENTY-SEVEN - STUDENT LEAFLET
SECTION I: Can You Repair Trucks?
SECTION II: Where Did You Work in Your Country?

LESSON TWENTY-SEVEN

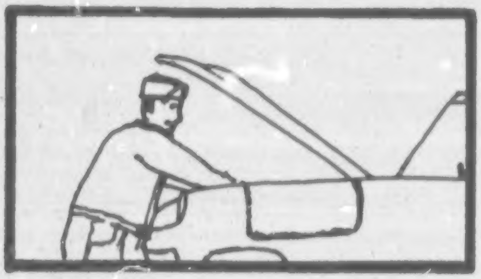
SECTION I: CAN YOU REPAIR TRUCKS?

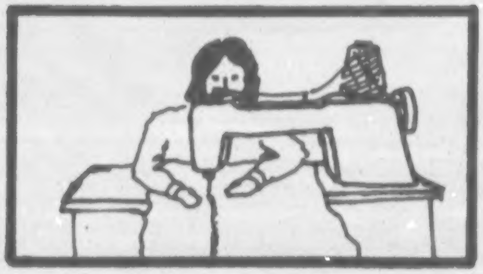
OBJECTIVE

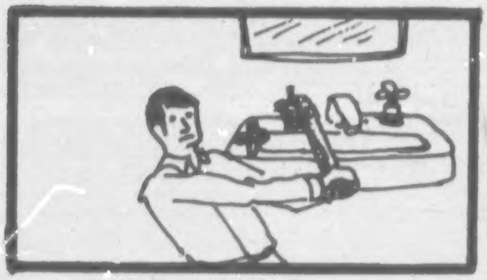
In this section you will learn to talk about the kinds of work that people in certain occupations are able to do.

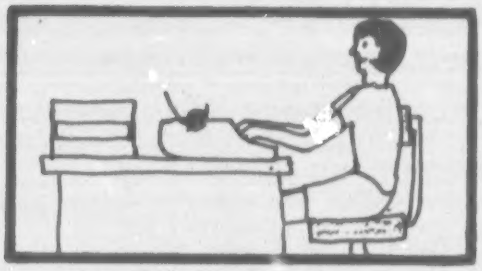
- -

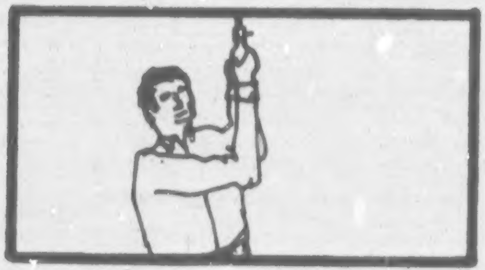
LISTENING COMPREHENSION

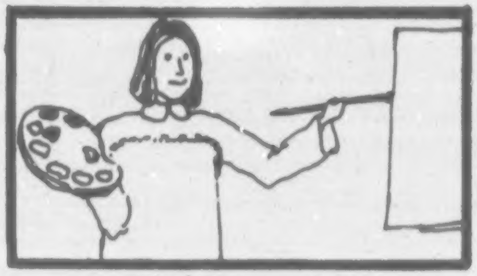

He's an auto mechanic.


She's a seamstress.


He's a plumber.

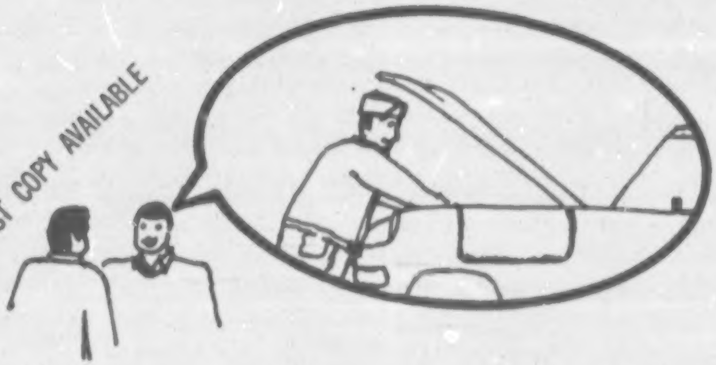

She's a secretary.


He's an electrician.


She's an artist.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Paul Kim: What's your occupation?

Tom Jones: I'm an auto mechanic.

Paul Kim: Can you repair trucks, too?

Tom Jones: Yes, I can.

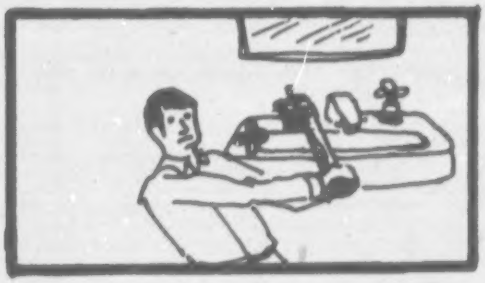
PRACTICE

"I'm an auto mechanic"

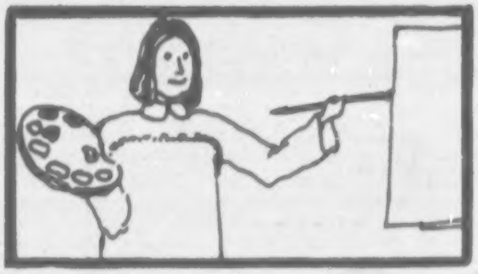
Substitution Drill

T: I'm an auto mechanic.	S: I'm an auto mechanic.
plumber	I'm a plumber.
electrician	I'm an electrician.
seamstress	I'm a seamstress.
artist	I'm an artist.
secretary	I'm a secretary.

. "What's your occupation?"



1. S-1: What's your occupation?
   S-2: I'm a plumber.



2. S-1: What's her occupation?
   S-2: She's an artist.

* * *

3. S-1: What's her occupation?
   S-2: She's a seamstress.

4. S-1: What's his occupation?
   S-2: He's an electrician.

EXTENSION

"An auto mechanic can . . . "

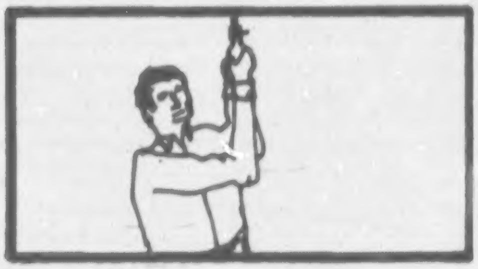
An auto mechanic can repair cars.
A seamstress can sew dresses.
A plumber can fix faucets.
A secretary can type letters.
An electrician can fix the lights.
An artist can paint pictures.

"Can you repair cars?"

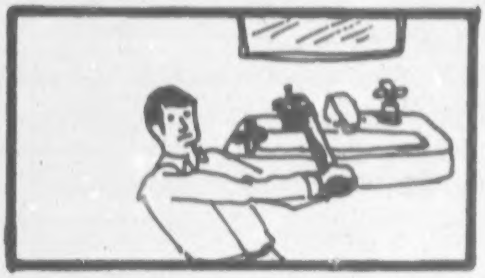
A. Substitution Drill

T: Can you repair cars?	S: Can you repair cars?
fix the lights	Can you fix the lights?
fix faucets	Can you fix faucets?
type letters	Can you type letters?
sew dresses	Can you sew dresses?
paint pictures	Can you paint pictures?

B. Question and Answer Drill



1. S-1: Can an electrician fix the lights?
   S-2: Yes, he can.



2. S-1: Can a plumber repair trucks?
   S-2: No, he can't.

- -

MINI-DIALOGUES

1. S-1: What's his occupation?
   S-2: He's an auto mechanic.
   S-1: Can he fix the lights?
   S-2: No, he can't.

2. S-1: What's her occupation?
   S-2: She's a secretary.
   S-1: Can she type letters?
   S-2: Yes, she can.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on page 2.

C. Read the Extension exercises on page 3.

D. Read the Mini-dialogues on page 3.

E. Read:

Mr. and Mrs. Jones

Tom Jones is an auto mechanic. He works six days a week. He can repair cars and trucks. Ann Jones is a waitress. She works five days a week. Ann can sew dresses, too. She likes to sew at home on weekends.

- -

WRITING

A. Write the questions or answers about the Reading.

1. What's his occupation?

____

2. Can he repair trucks?

____

3. ______________________________

She's a waitress.

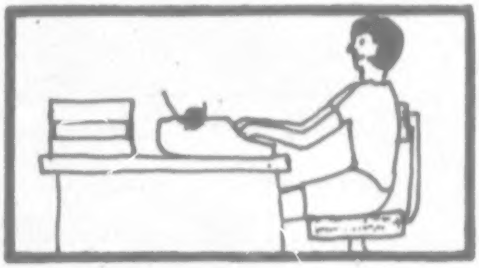
4. Does she work six days a week?

____

5. ______________________________

Yes, she can.

B. Write the questions or answers.

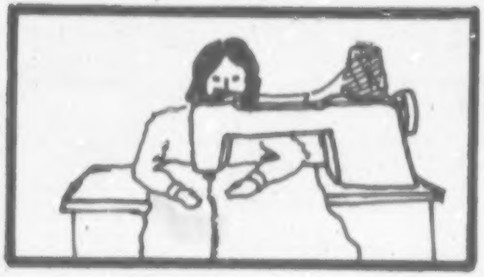


1. What's her occupation?

____

Can she type?

____



2. ______________________________

She's a seamstress.

Can she type?

____

- -

SECTION II: WHERE DID YOU WORK IN YOUR COUNTRY?

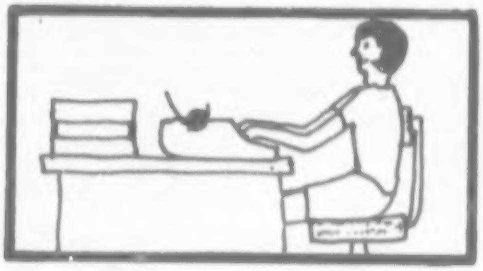
OBJECTIVES

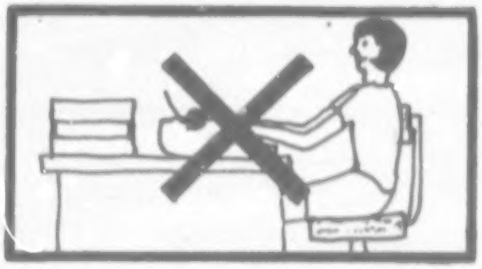
In this section you will:

1. Practice pronunciation.
2. Learn to ask each other questions about where you worked and what you did in your country.

- -

PRONUNCIATION



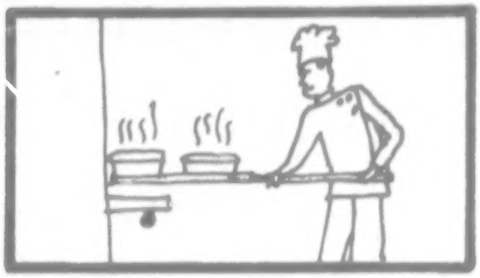


/ə/ - I can type.	/æ/ - I can't type.
You can dance.	You can't dance.
We can do it.	We can't do it.
Can you sew?	Yes, I can.
Can you paint?	No, I can't.

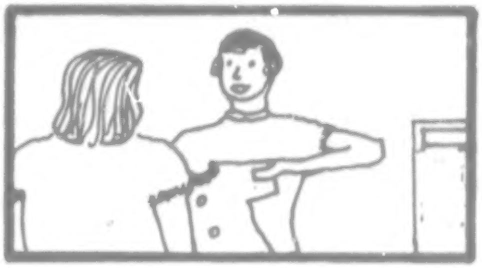
- -

LISTENING COMPREHENSION

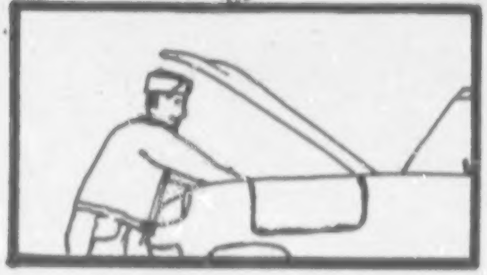
Where did he/she work in his/her country?



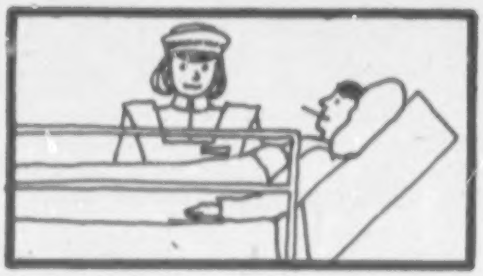
He worked in a bakery.
He baked bread.



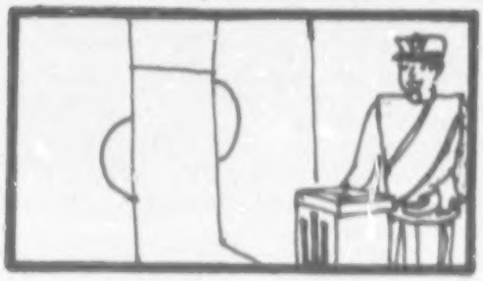
She worked in a department store.
She waited on customers.



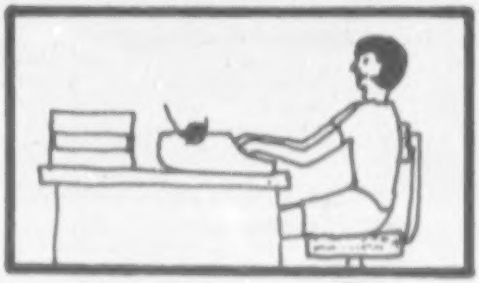
He worked in a garage.
He repaired cars.



She worked in a hospital.
She helped the patients.

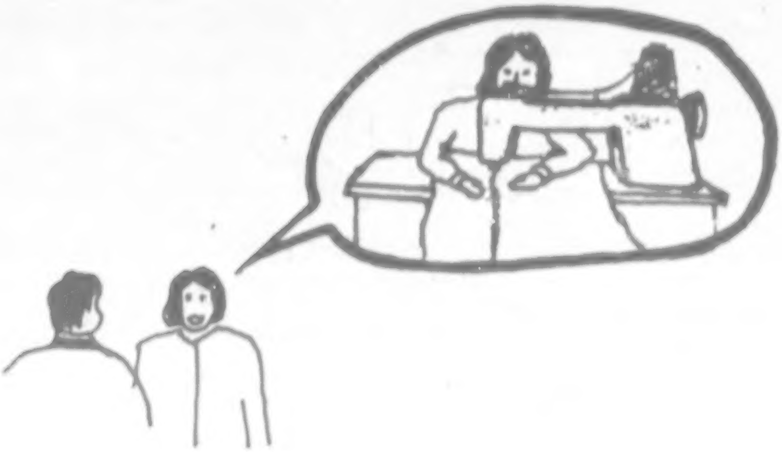


He worked in a theater.
He collected tickets.



She worked in an office.
She typed letters.

THE DIALOGUE



Bill Nelson: Where did you work in your country?

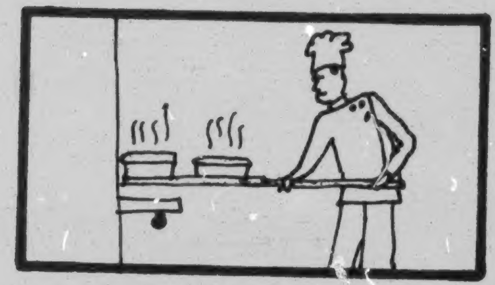
May Lee: I worked in a dress factory.

Bill Nelson: Did you use a power machine?

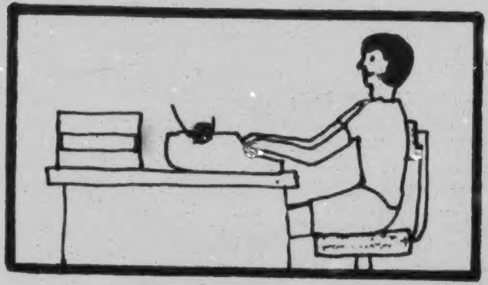
May Lee: Yes, I did.

PRACTICE

"Where did you work in your country?"



1. S-1: Where did Ben work in his country?
S-2: He worked in a bakery.



2. S-1: Where did Maria work in her country?
S-2: She worked in an office.

* * *

2. S-1: Where did she work in her country?
S-2: She worked in a hospital.

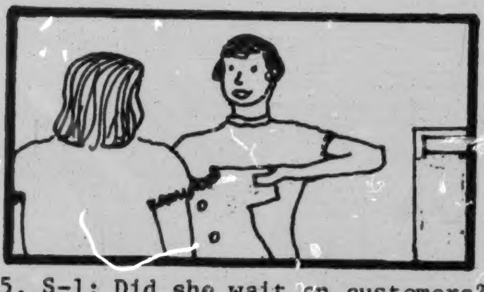
4. S-1: Where did you work in your country?
S-2: I worked in a garage.

"Did you use a power machine?"

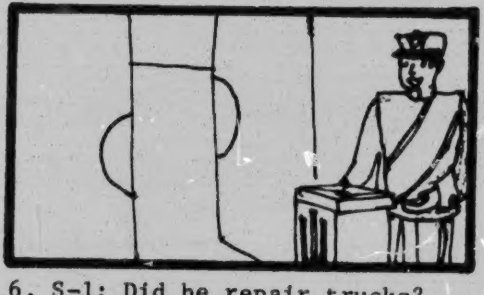
A. Substitution Drill

T:	S:
Did you use a power machine?	Did you use a power machine?
bake bread	Did you bake bread?
type letters	Did you type letters?
help the patients	Did you help the patients?
wait on customers	Did you wait on customers?
repair trucks	Did you repair trucks?

B. Question and Answer Drill



5. S-1: Did she wait on customers?
S-2: Yes, she did.



6. S-1: Did he repair trucks?
S-2: No, he didn't.

* * *

7. S-1: Did she type letters?
S-2: No, she didn't.

8. S-1: Did you bake bread?
S-2: Yes, I did.

MINI-DIALOGUES

1. S-1: Where did she work in her country?
   S-2: She worked in a hospital.
   S-1: Did she wash dishes?
   S-2: No, she didn't.

2. S-1: Where did he work in his country?
   S-2: He worked in a theater.
   S-1: Did he collect tickets?
   S-2: Yes, he did.

- -

READING

A. Read the sentences on pages 5 and 6.

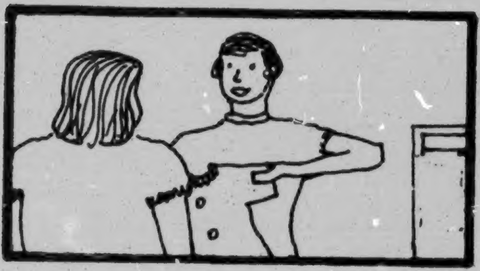
B. Read the Practice exercises on page 7.

C. Read the Mini-dialogues on this page.

- -

WRITING

Write the questions or answers.

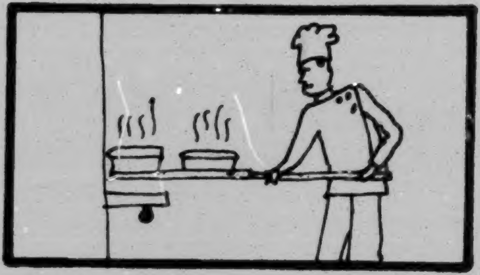


1. ______________________________

She worked in a department store.

Did she wait on customers?

____

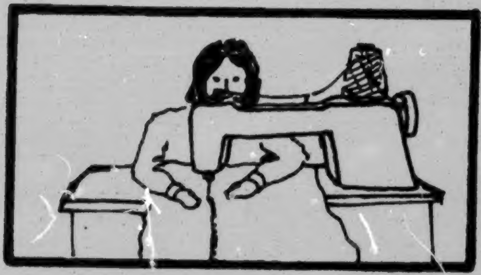


2. Where did he work in his country?

____

Did he collect tickets?

____

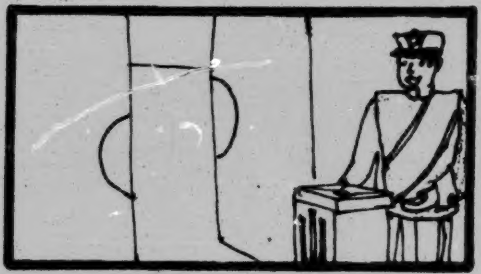


3. What did you do in your country?

____

Where did you work?

____



4. ______________________________

I collected tickets.

Where did you work?

____

LESSON TWENTY-SEVEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of occupations and specific locations and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's your occupation? (I'm a mechanic.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask "yes-no" questions with "can." (Can a plumber repair cars?)	1 2 3 4 5	1 2 3 4 5
3. Have students answer question #2. (Yes, he can/No, he can't.)	1 2 3 4 5	1 2 3 4 5
4. Where did she work in her country? (She worked in a dress factory.)	1 2 3 4 5	1 2 3 4 5
5. Have students ask "yes-no" questions about past activities. (Did you work in a department store?)	1 2 3 4 5	1 2 3 4 5
6. Have students answer question #5. (Yes, I did/No, I didn't.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. He's an electrician.
2. She can paint pictures.
3. He worked in a bakery.
4. She waited on customers.
5. She can't type letters.
6. He worked in a theater.
7. Can he fix faucets?
8. Did he work in a garage?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE AP-292773

LESSON 27: STUDENT LEAFLET
EVALUATION FORM

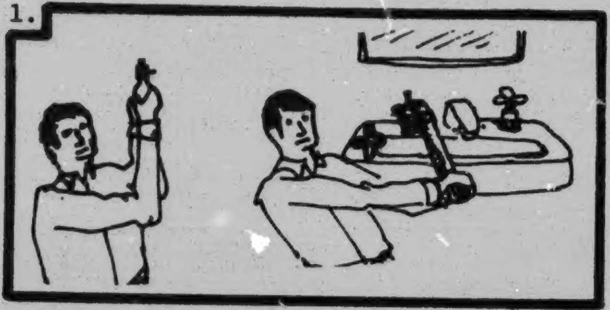
LESSON TWENTY-SEVEN: STUDENT EVALUATION FORM

I. Oral Exercise

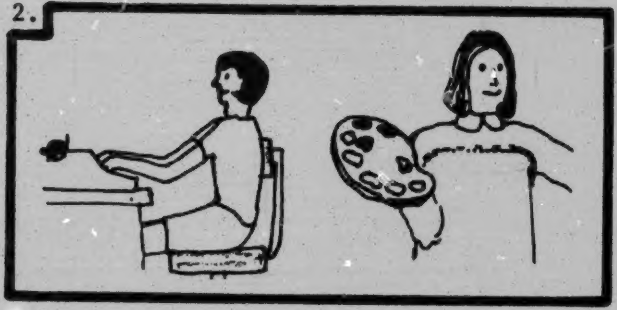
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

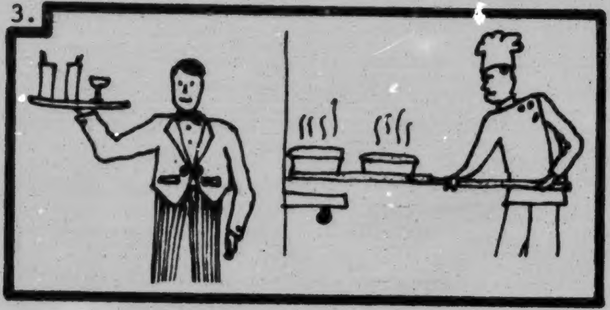
1.



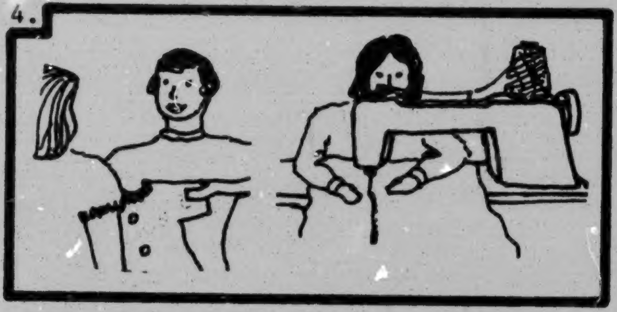
2.



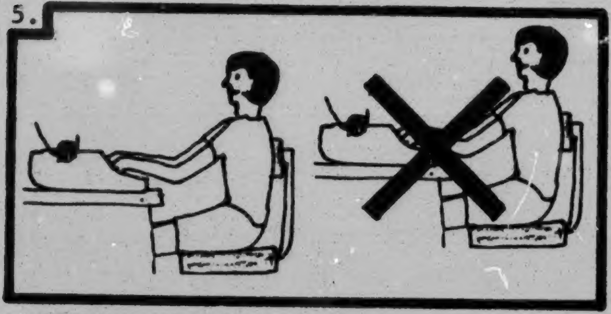
3.



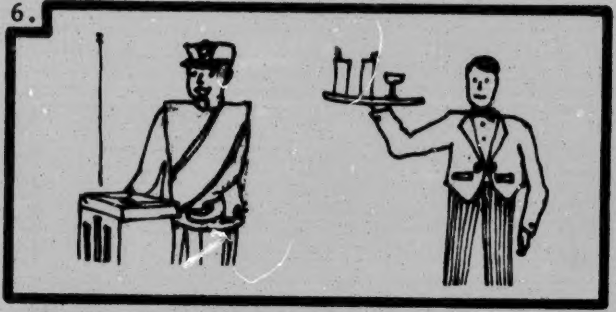
4.



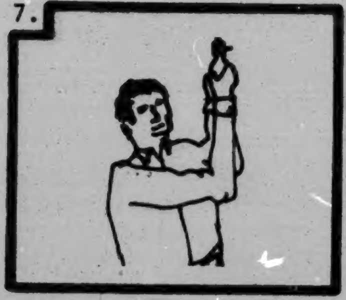
5.



6.



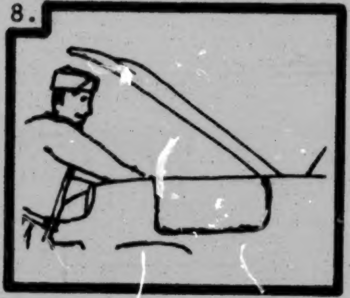
7.



No, he can't.

No, he doesn't.

8.



Yes, he did.

No, he didn't.

III. READING

Directions: Circle the correct word.

1. Did she ________ a power machine?

use

uses

used

2. A plumber can fix the ____________.

lights

cars

faucets

3. ________ you paint pictures?

Are

Can

Does

4. Where did Ben __________ in his country?

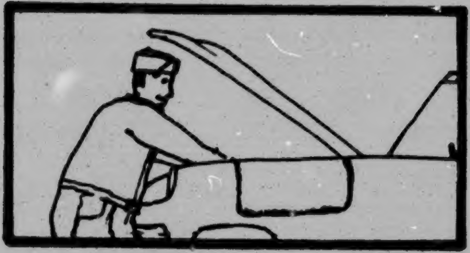
worked

works

work

IV. WRITING

Directions: Write the correct words in the blanks.



Words to Copy

secretary

auto mechanic

occupation

garage

can

type

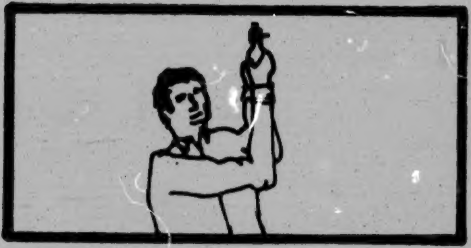
repair

office

1. He's an ____________________________

He worked in a ________________ in his country.

He can _____________________ cars.

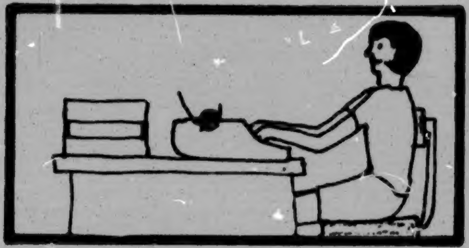


2. What's his _________________________

He's an ____________________________

_______________ he fix the lights?

Yes, he can.



3. What's her occupation?

She's a ________________________

Can she _____________________

Yes, she can.

LESSON TWENTY-SEVEN

第二十七課

SECTION I: CAN YOU REPAIR TRUCKS?

第一節：你能修理卡車嗎？

OBJECTIVE

學習目標

In this section you will learn to talk about the kinds of work that people in certain occupations are able to do.

在這一節裡，你們要學習談論從事某些職業的人能作的事。

THE DIALOGUE

對話

Paul Kim:	What's your occupation?	你做什麼職業？
Tom Jones:	I'm an auto mechanic.	我是汽車技工。
Paul:	Can you repair trucks, too?	你也修理卡車嗎？
Tom:	Yes, I can.	能。

SECTION II: WHERE DID YOU WORK IN YOUR COUNTRY?

第二節：在你國家的時候，你在什麼地方工作？

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn to ask each other questions about where you worked and what you did in your country.

在這一節裡，你們要：

一、練習發音。

二、學習互相談論在自己國家工作的地點和性質。

THE DIALOGUE

對話

Bill Nelson:	Where did you work in your country?	你在你國家時，在什麼地方工作？
May Lee:	I worked in a dress factory.	我在製衣廠工作。
Bill:	Did you use a power machine?	你用過電動機器嗎？
May:	Yes, I did	用過。

NOTES

1. The word "can" is an auxiliary verb. When it is used in a sentence, the main verb remains in simple form. Therefore, it is "He can repair cars" and not *"He can repairs cars."

2. The word "can" may be pronounced in two different ways: one with stress and the other without. For example:

   "He can repair cars." (without stress)

   "Yes, I can." (with stress)

3. Listen carefully to the way the teacher pronounces the words "can" and "can't." Note that the latter has a consonant ending.

應注意事項

一、在英文裡 "can"（能夠）是一個助動詞。句子裡若有 "can"，主要動詞應保持原来簡單形態。左面的英文句子，在主要動詞 "repair" 後，不應該加 "s"。

二、"can" 有兩種發音：一將母音重唸，一將母音弱唸，如：

"He can repair cars."（弱唸）

"Yes, he can."（重唸）

三、留心分辨 "can" 和 "can't" 兩字的發音，後者字尾有 "t" 音。

Los Angeles Unified School District
Asian Project - ABE
AP-212873

LESSON TWENTY-EIGHT - LESSON GUIDE
SECTION I: We Went to the Circus
SECTION II: They Had Two Dogs

LESSON TWENTY-EIGHT

OBJECTIVES

Listening Comprehension: Student will be able to identify lesson items and locations.

Listening and Speaking: Student will be able to:

1. Discuss interesting places to visit in the city.
2. Talk about household pets.
3. Carry on above conversations using the past tense of selected irregular verbs.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	Where did you go?	I went to the circus.
	What did you see?	I saw some clowns.
	What pets did they have?	They had two dogs.
Review:	Did your wife have a baby?	Yes, she did/No, she didn't.
Fixed Expression:	Have a cigar.	

INSTRUCTIONAL AIDS

Drill pictures:

P200 - at the art museum
P201 - at the baseball stadium
P202 - at the racetrack
P203 - at the zoo
P204 - Dialogue (We went to the circus)
P205 - Facial diagram: /r/
P206 - dogs and a parrot
P207 - cats and goldfish
P208 - Extension dialogue (Our dog had puppies)

Transparencies:

T104 - the art museum, baseball stadium, racetrack, zoo, circus
T105 - Dialogue (We went to the circus)
T106 - Facial diagram: /r/
T107 - Reading (The Nelsons and their pets)
T108 - Extension dialogue (Our dog had puppies)

Student handouts:

Student leaflets
Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL AND STRUCTURAL NTOES

1. Asians are used to forming the past tense of their verbs in a regular manner. This compounds their problems with the irregular English verbs.

2. Dogs and cats are common household pets in Asia. However, they are not just pets. They have their duty in the house. For example, dogs are expected to watch the house and cats to catch mice. They are usually fed leftovers. The many varieties of pet food in the market and the great affection shown to their pets by the Americans are a strange phenomenon to the Asians.

3. The custom of offering cigars when a baby is just born is new to the Asians, who express their joy in other ways. Chinese, for example, usually give a big banquet when the baby is a month old, while the Japanese parents give gifts to their friends.

4. The many different ways in which the English "have" is used are a puzzlement to the Asians and Spanish speakers.

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Review Lesson 27 with pictures from the lesson.

B. Other items for review:

1. "What does he do on Saturdays?"
2. "What do they do on weekends?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

Listening and Identifying

A. T shows P200-203 or T104 and identifies

- Cl listens and observes

[NOTE: Introduce "went" as an irregular verb by contrasting with "visited" and "enjoyed."]

B. T cues and asks "yes-no" questions

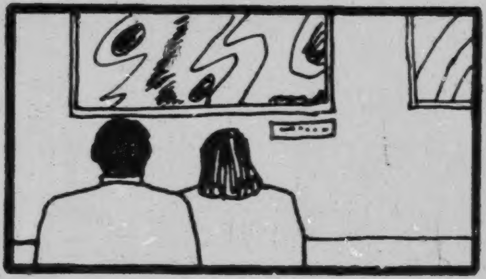
$- \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$

T: Did he go to the museum last month?

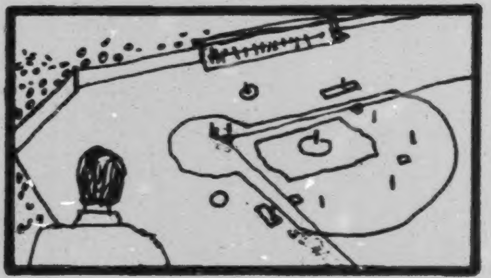
OBJECTIVE

In this section you will learn to talk about some interesting places in a city.

LISTENING COMPREHENSION



They went to the art museum last month.



He went to the stadium last Sunday.

Repeating

T cues and models - Cl / Gr / St > repeats

Answering

T cues and asks "where" questions

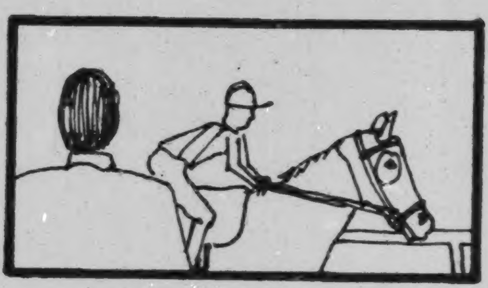
- Cl / Gr / St > answers

THE DIALOGUE

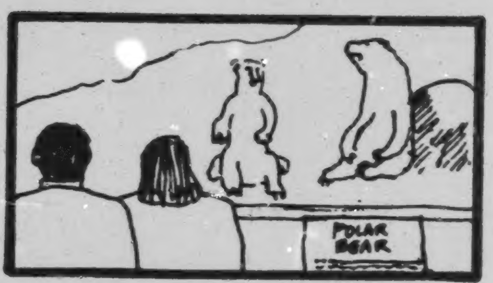
A. Show picture P204 or T105 and set the scene.

B. Present the dialogue following the usual procedure.

C. Show the dialogue on board or overhead for reading lesson.

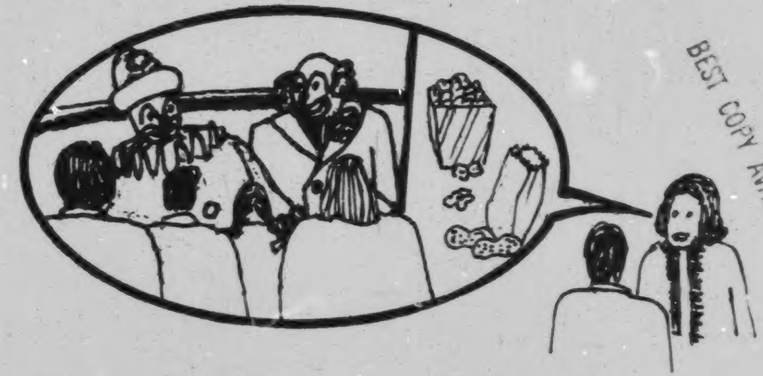


He went to the racetrack last week.



They went to the zoo yesterday.

THE DIALOGUE



Ben Lee: Where did you go last Saturday?

Mrs. Kim: We went to the circus.

Ben Lee: Did the children like the clowns?

Mrs. Kim: Yes, they did. They liked the popcorn and peanuts, too.

PRACTICE

"I went to the circus last Saturday"

A. Substitution Drill

T: I went to the circus last Saturday.
stadium
art museum
(etc.)

OPTIONAL DRILL

T: I went to the stadium yesterday.
He
Kay
(etc.)

B. Answer Drill

T cues and asks - Cl
Gr > answers
St

T: Where did you go last Saturday?
S: I went to the circus.

"Where did you go last Saturday?

A. Substitution Drills

1. T: Where did you go last Saturday?
last night
(etc.)

2. T: Where did he go last night?
you
she
(etc.)

PRACTICE

"Where did you go last Saturday?"

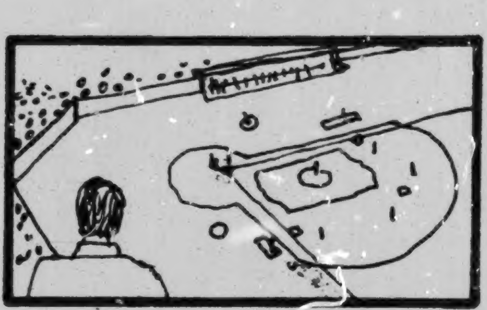
B. Question and Answer Drill

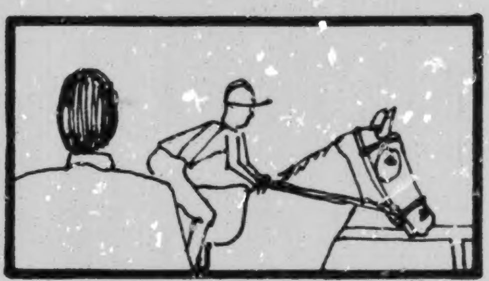
T gives picture and word cue

- T / Gr / St > asks - Cl / Gr / St > answers

T: (Show stadium picture.)
last Saturday

OPTIONAL ACTIVITY
Have students ask each other where they went last weekend, last Sunday, yesterday, etc.





1. S-1: Where did you go last Saturday?
S-1: I went to the stadium.

2. S-1: Where did he go last weekend?
S-2: He went to the racetrack.

* * *

3. S-1: Where did you go last Sunday?
S-2: I went to the zoo.

4. S-1: Where did we go yesterday?
S-2: We went to the museum.

- -

EXTENSION

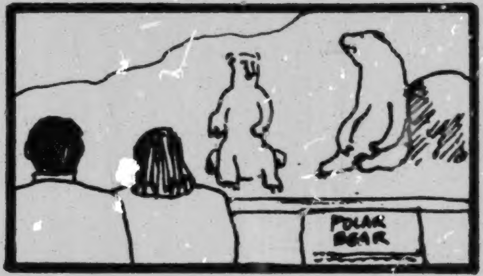
A. T cues with pictures and models
- Cl repeats

T: They saw some polar bears at the zoo.

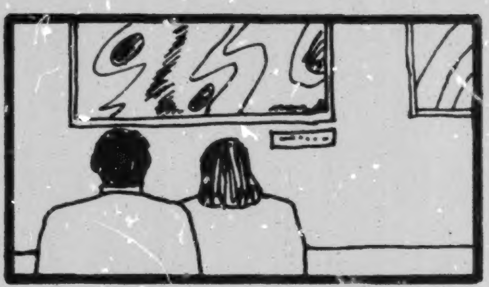
B. T cues and asks - Cl / Gr / St > answers

T: What did they see at the zoo?
S: They saw some polar bears.

EXTENSION



They saw some polar bears at the zoo.



They saw paintings at the museum.

"We saw some polar bears"

A. Substitution Drill

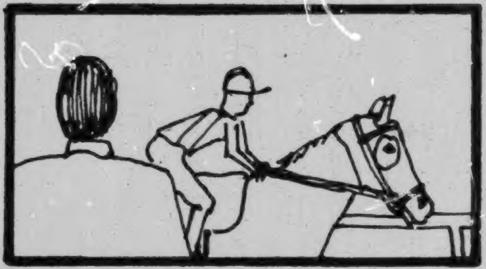
T: We saw some polar bears at the zoo.
some clowns at the circus
(etc.)

OPTIONAL DRILL

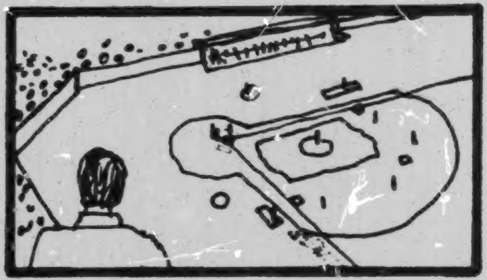
T: He saw some paintings at the museum.
We
She
(etc.)

B. Answer Drill

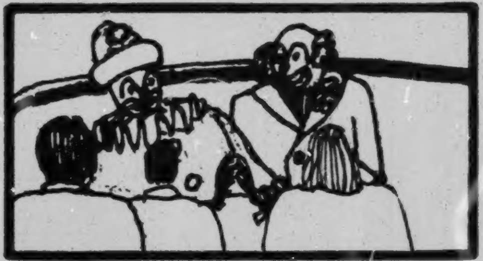
T: What did you see at the zoo?
S: We saw some polar bears.



He saw a horse race at
the racetrack.



He saw a baseball game
at the stadium.



They saw some clowns
at the circus.

"What did you see at the circus?"

A. Substitution Drill

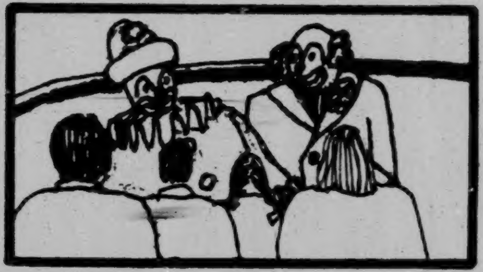
T: What did you see at the circus?
stadium
museum
(etc.)

B. Question and Answer Drill

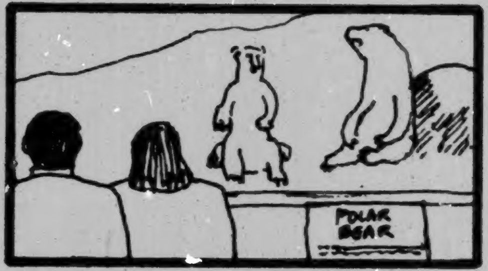
T gives picture and word cues

- T, Gr, St > asks - Cl, Gr, St > answers

"What did you see at the circus?"



1. S-1: What did you see at the circus?
   S-2: We saw some clowns.



2. S-1: What did you see at the zoo?
   S-2: We saw some polar bears.

* * *

3. S-1: What did he see at the stadium?
   S-2: He saw a baseball game.

4. S-1: What did he see at the racetrack?
   S-2: He saw a horse race.

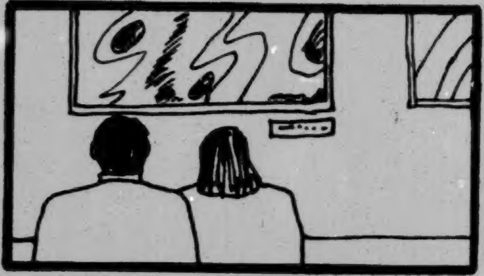
MINI-DIALOGUES

T gives picture and word cues and sets pattern:

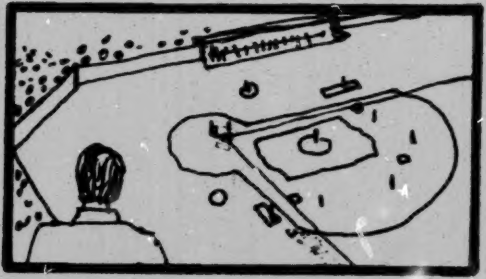
St asks - St answers

OPTIONAL ACTIVITY
Have students ask each other "where" and "what" questions about the places discussed or places they have visited.

MINI-DIALOGUES



1. S-1: Where did you go la Sunday?
S-2: We went to the museum.
S-1: What did you see?
S-2: We saw some paintings.



2. S-1: Where did he go yesterday?
S-2: He went to the stadium.
S-1: What did he see?
S-2: He saw a baseball game.

- -

READING

[NOTE: Distribute the student leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on page 2 and the Mini-dialogues on page 4.

C. Read:

Weekend Activities

Kay and Bill enjoyed their weekend. On Saturday they went to the museum and saw some paintings. On Sunday they stayed home. They saw a baseball game on TV.

WRITING

Have students follow directions as noted in the student leaflet.

SECTION II: THEY HAD TWO DOGS

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. T draws a car on the board and models

   - Cl listens

WRITING

A. Write the questions or answers about the Reading.

1. Did Kay and Bill enjoy their weekend?

____

2. Where did they go last Saturday?

____

3. What did they see?

____

4. ______________________________

They saw a baseball game on TV.

SECTION II: THEY HAD TWO DOGS

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

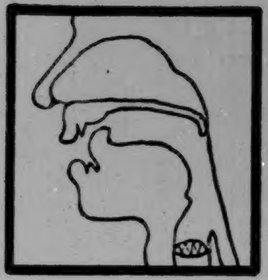
1. Practice pronunciation.
2. Learn to talk about household pets.

PRONUNCIATION

2. T demonstrates formation of /r/ after a vowel, using hand and/or facial diagram P205 or T106.

[NOTE: Have student pronounce the vowel, then turn the tip of the tongue up.]

3. T models - Cl, Gr, St repeats



/r/

car

a car

ear

hear

air

where

or

store

Here's the store.

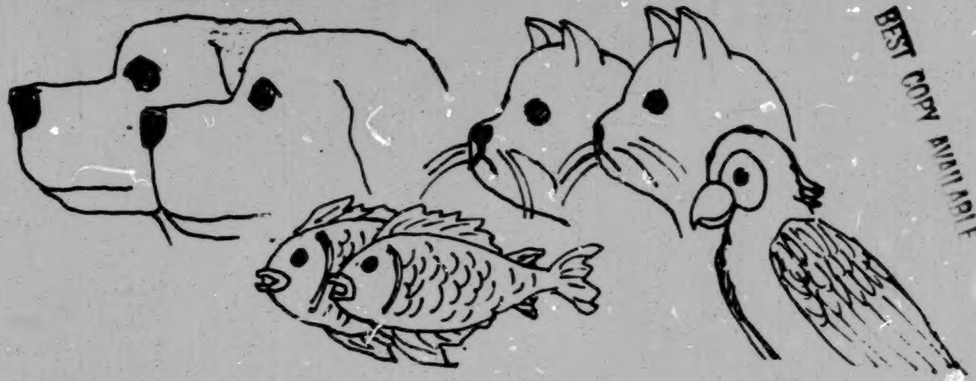
Park the car.

A READING LESSON

A. Show P206 and 207 or T107 and follow the usual procedure for presenting a reading lesson.

B. Show the paragraph on board or overhead for reading practice.

A READING LESSON



The Nelsons and Their Pets

The Nelsons live in Los Angeles. They are from Texas. They don't have any children. In Texas they had many pets. They had two dogs, two cats, two goldfish, and a parrot. The dogs ate dog food. The cats ate cat food. The fish ate fish food, and the parrot ate birdseed. The Nelsons needed to buy a lot of food for their pets.

Now the Nelsons live in a small apartment. They have only one cat and two goldfish.

PRACTICE

"They had two goldfish"

A. Substitution Drill

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: What did they have?

"What did they have?"

A. Substitution Drill

T: What did they have?
you
(etc.)

B. Question and Answer Drill

OPTIONAL ACTIVITY
Have students ask each other what pets they had in their country.

S: What pets did you have in Korea?

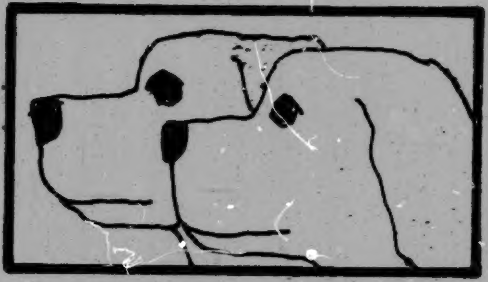
PRACTICE

"They had two goldfish"

Substitution Drill

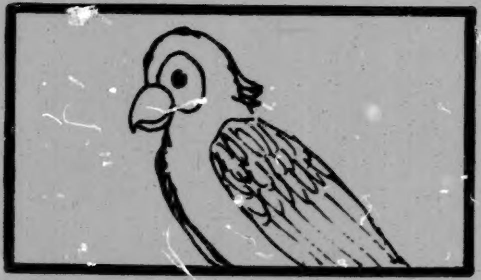
T	S
T: They had two goldfish.	S: They had two goldfish.
cats	They had two cats.
dogs	They had two dogs.
parrot	They had a parrot.

"What did they have?"



1. S-1: What pets did they have?

S-2: They had two dogs.



2. S-1: What pets did they have?

S-2: They had a parrot.

*   *   *

3. S-1: What pets did she have?

S-2: She had two goldfish.

4. S-1: What pets did you have?

S-2: I had two cats.

"They ate the goldfish"

A. Substitution Drill

T: They ate dog food.
cat food
fish food
birdseed

B. Answer Drill

T cues and asks - $\left.\begin{matrix}\text{Cl}\\\text{Gr}\\\text{St}\end{matrix}\right\rangle$ answers

T: What did the cats eat?

"What did the cats eat?"

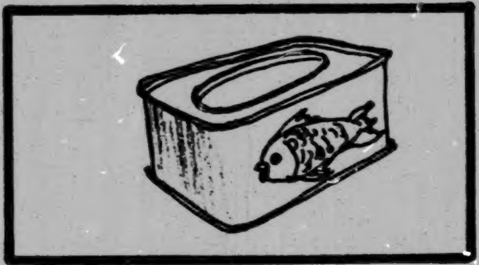
A. Substitution Drill

T: What did the cats eat?
the dogs
the parrot
(etc.)

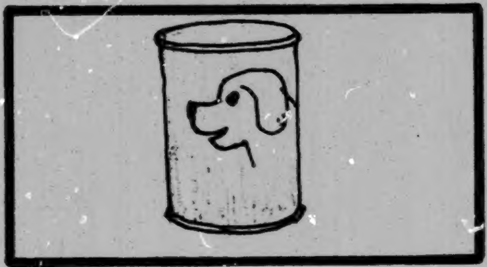
B. Question and Answer Drill

T cues: $\left.\begin{matrix}\text{Gr}\\\text{St}\end{matrix}\right>$ asks - $\left.\begin{matrix}\text{Gr}\\\text{St}\end{matrix}\right>$ answers

"What did the cats eat?"



1. S-1: What did the fish eat?
S-2: They ate fish food.



2. S-1: What did the dogs eat?
S-2: They ate dog food.

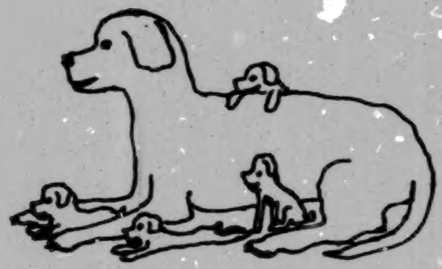
EXTENSION

A. Show P208 or T108 and present the dialogue following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

[NOTES: 1. Explain the American custom of passing out cigars upon the birth of a baby.
2. Explain the use of "have" in "Did your wife have a baby?"
3. Point out that dogs have "puppies" and cats have "kittens."]

EXTENSION



Tom: Have a cigar.

Ken: Did your wife have a baby?

Tom: No, she didn't. Our dog had puppies last night.

Ken: Ha! Ha! Ha!

PRACTICE

"Did your wife have a baby?"

A. Answer Drill

T cues and asks "yes-no" questions

Cl
- Gr > answers
St

B. Substitution Drill

T: Did their dog have puppies?
his
her

Did her cat have kittens?
our
your
my

PRACTICE

"Did your wife have a baby?"

C. Question and Answer Drill

T gives word cues:

T
Gr 〉asks - Cl
St Gr 〉answers
St

OPTIONAL ACTIVITY

Lead students into conversations about their household pets.

1. S-1: Did your wife have a baby?
   S-2: Yes, she did.

2. S-1: Did his dog have puppies?
   S-2: No, she didn't.

3. S-1: Did her cat have kittens?
   S-2: Yes, she did.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the Practice exercises on page 6.

B. Read the Extension exercises on page 7.

C. Read: Household Pets

Last month Tom and Ann had only one dog and one cat. Their cat had kittens last week and their dog had puppies last night. Now they have seven dogs and six cats. Do you want a pet?

WRITING

Have the students follow directions as noted in the student leaflet.

WRITING

A. Write the answers.

1. What pets did Tom and Ann have last month?

____

2. What happened last week?

____

3. What happened last night?

____

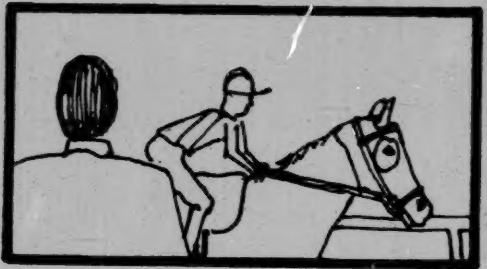
4. How many puppies did the dog have?

____

5. Did the cat have five kittens?

____

B. Write the correct estions or answers.

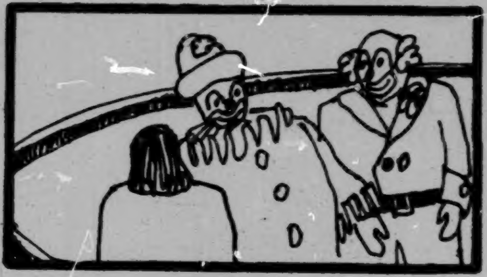


1. Where did he go?

____

What did he see?

____

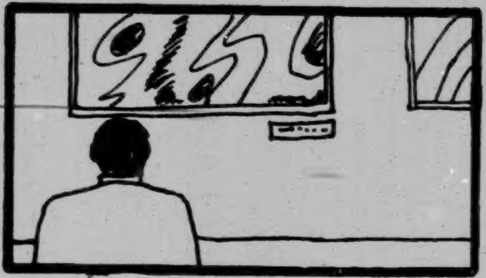


2. ______________________________

She went to the circus.

____

She saw some clowns.



3. Where did you go?

____

What did you see?

____

Los Angeles Unified School District
Asian Project - ABE
AP-202873

LESSON TWENTY-EIGHT - STUDENT LEAFLET
SECTION I: We Went to the Circus
SECTION II: They Had Two Dogs

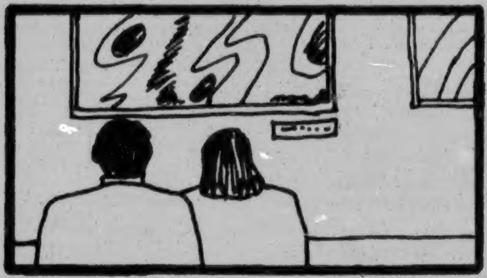
LESSON TWENTY-EIGHT

SECTION I: WE WENT TO THE CIRCUS

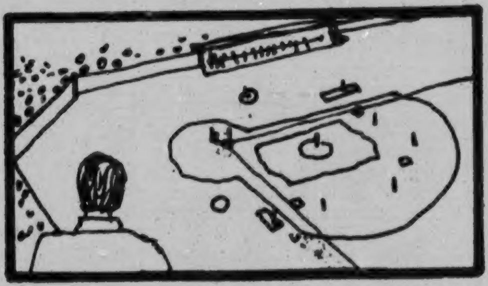
OBJECTIVE

In this section you will learn to talk about some interesting places in a city.

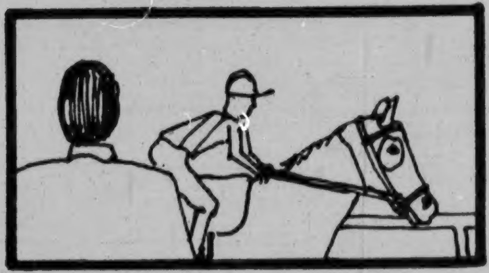
LISTENING COMPREHENSION



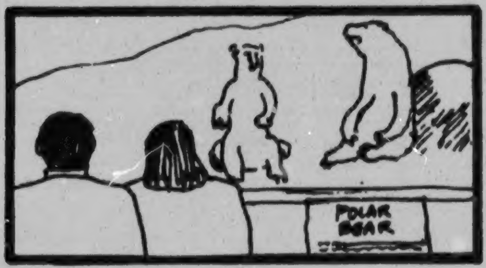
They went to the art museum last month.



He went to the stadium last Sunday.



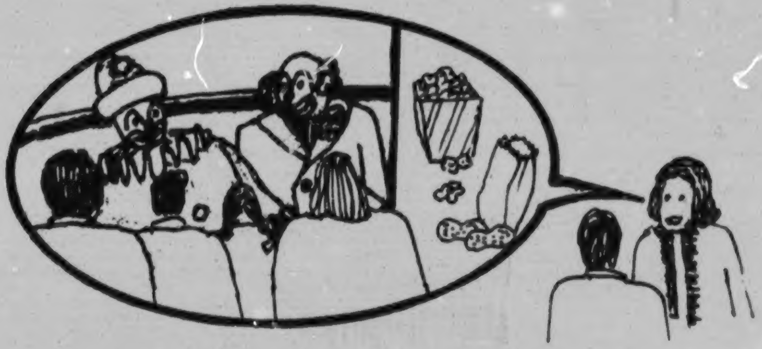
He went to the racetrack last week.



They went to the zoo yesterday.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Ben Lee: Where did you go last Saturday?

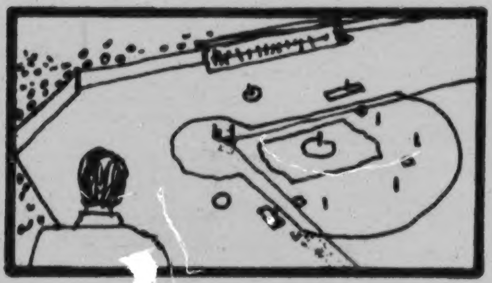
Mrs. Kim: We went to the circus.

Ben Lee: Did the children like the clowns?

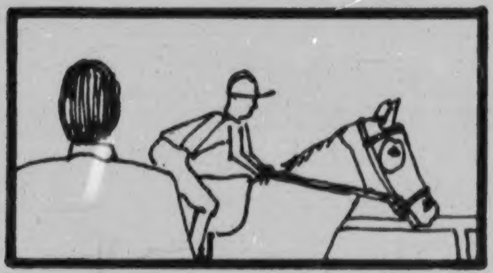
Mrs. Kim: Yes, they did. They liked the popcorn and peanuts, too.

PRACTICE

"Where did you go last Saturday?"



1. S-1: Where did you go last Saturday?
   S-2: I went to the stadium.



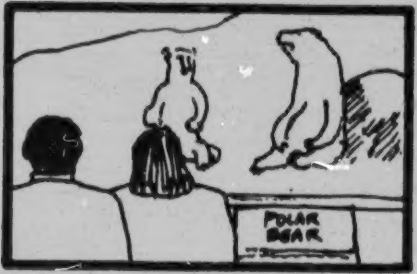
2. S-1: Where did he go last weekend?
   S-2: He went to the racetrack.

* * *

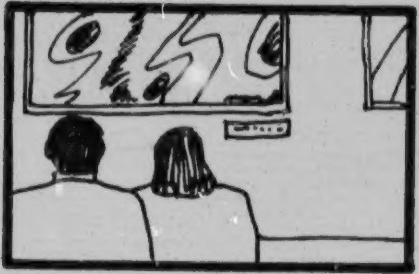
3. S-1: Where did you go last Sunday?
   S-2: I went to the zoo.

4. S-1: Where did we go yesterday?
   S-2: We went to the museum.

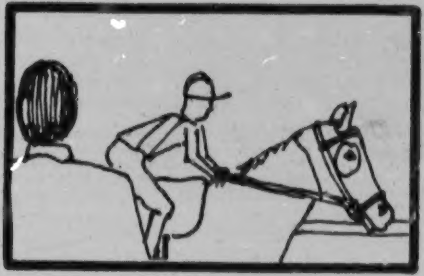
EXTENSION



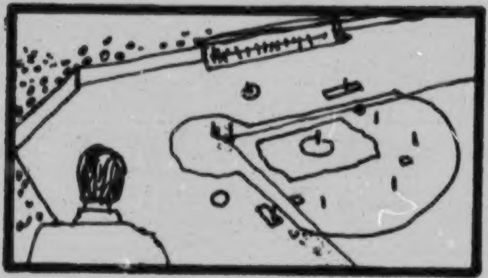
They saw some polar bears
at the zoo.



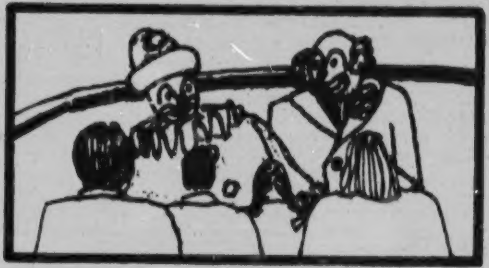
They saw paintings at
the museum.



He saw a horse race at
the racetrack.

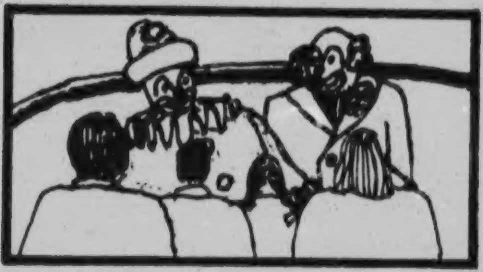


He saw a baseball game
at the stadium.

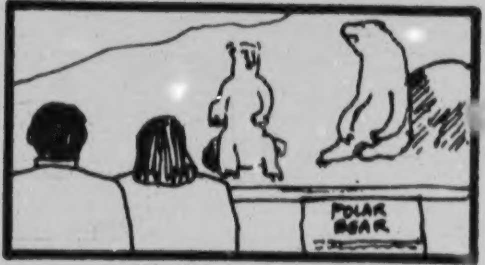


They saw some clowns at
at the circus.

"What did you see at the circus?"



1. S-1: What did you see at the circus?
   S-2: We saw some clowns.



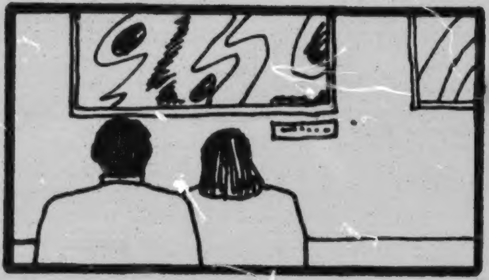
2. S-1: What did you see at the zoo?
   S-2: We saw some polar bears.

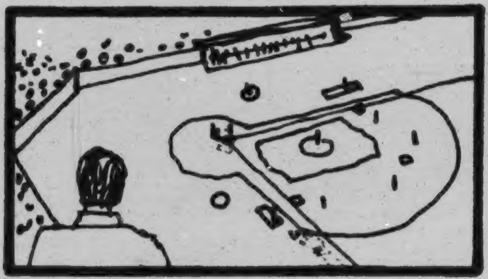
* * *

3. S-1: What did he see at the stadium?
   S-2: He saw a baseball game.

4. S-1: What did he see at the racetrack?
   S-2: He saw a horse race.

MINI-DIALOGUES





1. S-1: Where did you go last Sunday?
   S-2: We went to the museum.
   S-1: What did you see?
   S-2: We saw some paintings.

2. S-1: Where did he go yesterday?
   S-2: He went to the stadium.
   S-1: What did he see?
   S-2: He saw a baseball game.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on page 2 and the Mini-dialogues on this page.

C. Read:

Weekend Activities

Kay and Bill enjoyed their weekend. On Saturday they went to the museum and saw some paintings. On Sunday they stayed home. They saw a baseball game on TV.

WRITING

Write the questions or answers about the Reading.

1. Did Kay and Bill enjoy their weekend?

____

2. Where did they go last Saturday?

____

3. What did they see?

____

4. ______________________________

They saw a baseball game on TV.

SECTION II: THEY HAD TWO DOGS

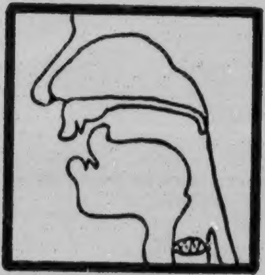
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to talk about household pets.

PRONUNCIATION



/r/

car
a car

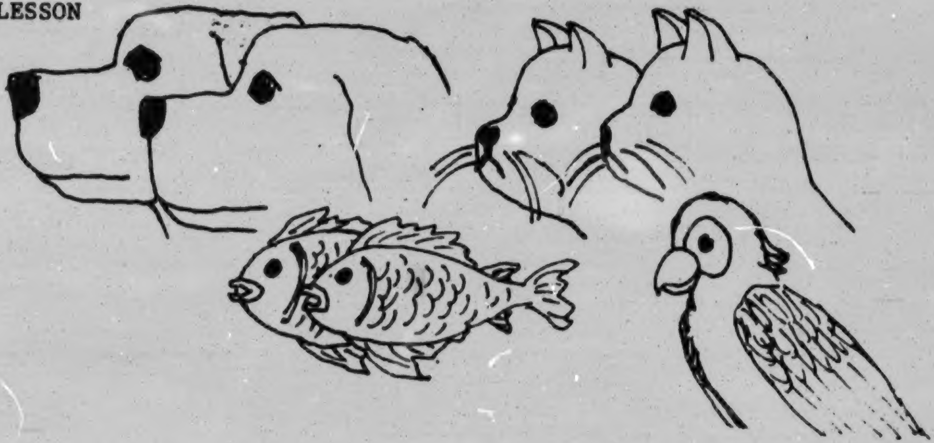
ear
hear

air
where

or
store

Here's the store.
Park the car.

A READING LESSON



The Nelsons and Their Pets

The Nelsons live in Los Angeles. They are from Texas. They don't have any children. In Texas they had many pets. They had two dogs, two cats, two goldfish, and a parrot. The dogs ate dog food. The cats ate cat food.

The fish ate fish food, and the parrot ate birdseed. The Nelsons needed to buy a lot of food for their pets.

Now the Nelsons live in a small apartment. They have only one cat and two goldfish.

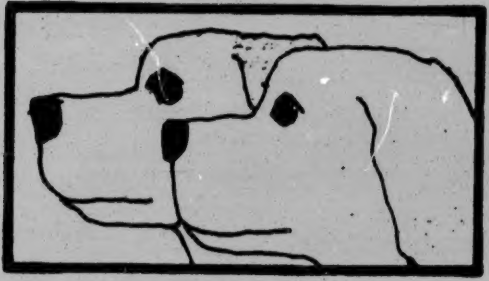
PRACTICE

"They had two goldfish"

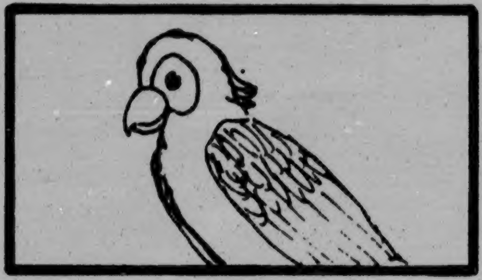
Substitution Drill

T:	S:
They had two goldfish.	They had two goldfish.
cats	They had two cats.
dogs	They had two dogs.
parrot	They had a parrot.

"What did they have?"



1. S-1: What pets did they have?
   S-2: They had two dogs.



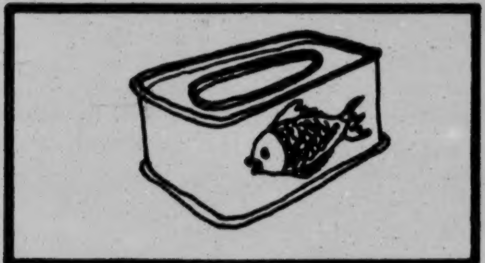
2. S-1: What pets did they have?
   S-2: They had a parrot.

* * *

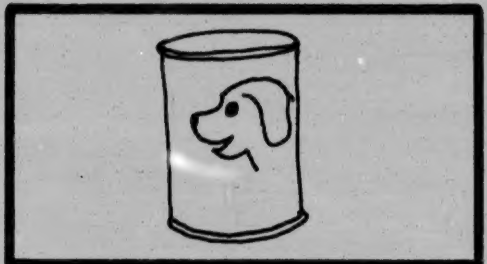
3. S-1: What pets did she have?
   S-2: She had two goldfish.

4. S-1: What pets did you have?
   S-2: I had two cats.

"What did the cats eat?"

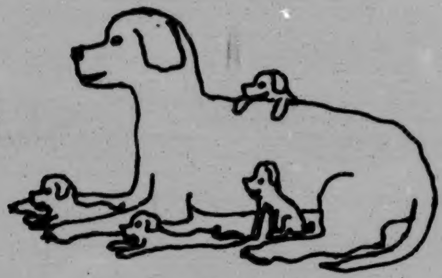


1. S-1: What did the fish eat?
   S-2: They ate fish food.



2. S-1: What did the dogs eat?
   S-2: They ate dog food.

EXTENSION



Tom: Have a cigar.

Ken: Did your wife have a baby?

Tom: No, she didn't. Our dog had puppies last night.

Ken: Ha! Ha! Ha!

PRACTICE

"Did your wife have a baby?

1. S-1: Did your wife have a baby?
   S-2: Yes, she did.

2. S-1: Did his dog have puppies?
   S-2: No, she didn't.

3. S-1: Did her cat have kittens?
   S-2: Yes, she did.

READING

A. Read the Practice exercises on page 6.

B. Read the Extension exercises on this page.

C. Read:

Household Pets

Last month Tom and Ann had only one dog and one cat. Their cat had kittens last week and their dog had puppies last night. Now they have seven dogs and six cats. Do you want a pet?

WRITING

A. Write the answers.

1. What pets did Tom and Ann have last month?

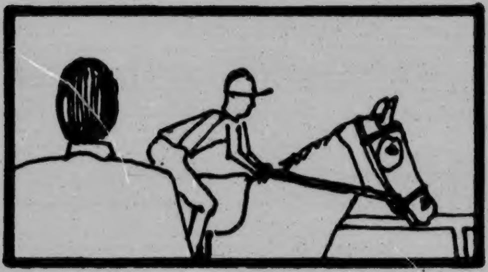
2. What happened last week?

3. What happened last night?

4. How many puppies did the dog have?

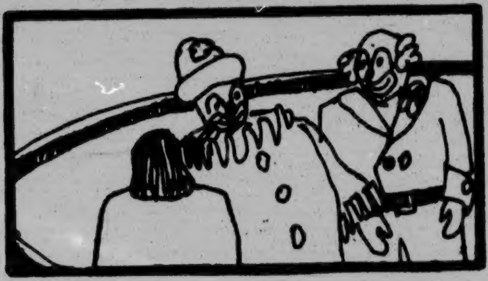
5. Did the cat have five kittens?

B. Write the correct questions or answers.



1. Where did he go?

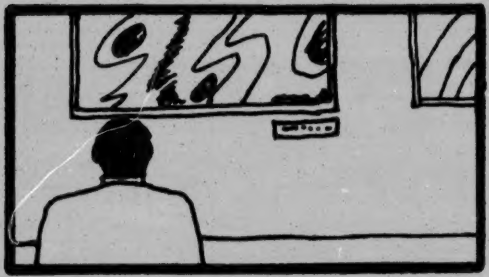
What did he see?



2.

She went to the circus.

She saw some clowns.



3. Where did you go?

What did you see?

LESSON TWENTY-EIGHT: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of past activities and household pets and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Where did she go yesterday? (She went to the museum.)	1	2	3	4	5	1	2	3	4	5
2. What did he see? (He saw a baseball game.)	1	2	3	4	5	1	2	3	4	5
3. Have students ask "what" questions with "did" and "have." (What pet did he have?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer question #3. (He had a dog.)	1	2	3	4	5	1	2	3	4	5
5. Have students ask "yes-no" question. (Did he go to the stadium?)	1	2	3	4	5	1	2	3	4	5
6. Have students answer question #5. (Yes, he did/No, he didn't.)	1	2	3	4	5	1	2	3	4	[illegible]

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I went to the zoo last Saturday.
2. He went to the racetrack yesterday.
3. She saw paintings last Sunday.
4. What did you see at the stadium?
5. Their dog had puppies.
6. She had a goldfish.
7. Did he see a polar bear at the zoo?
8. Did they have a parrot?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

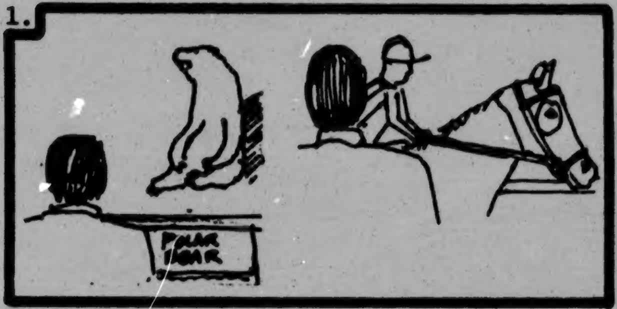
LESSON TWENTY-EIGHT: STUDENT EVALUATION FORM

I. Oral Exercise

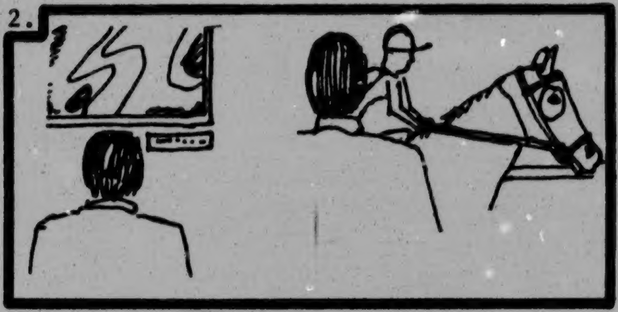
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

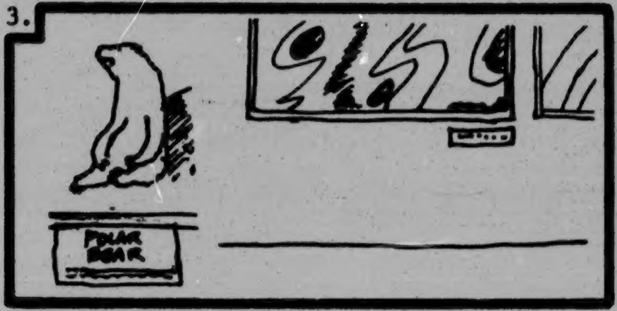
1.



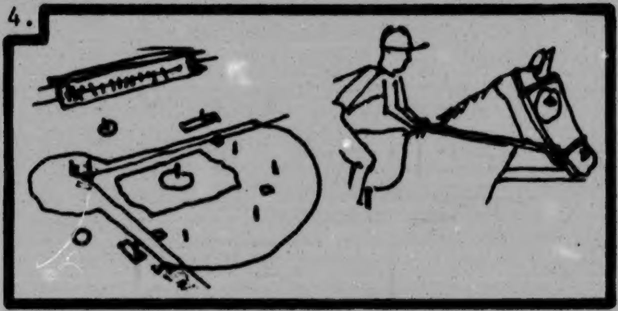
2.



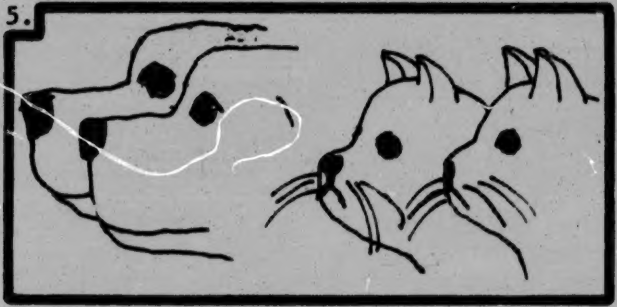
3.



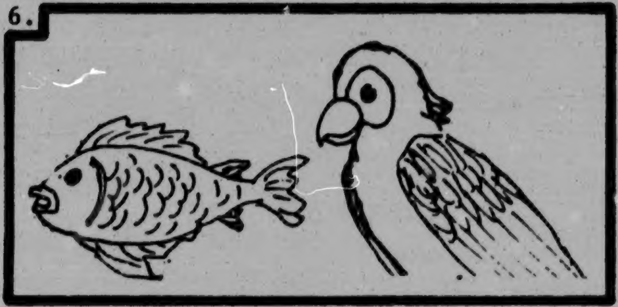
4.



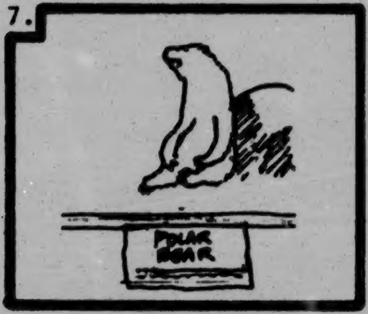
5.



6.



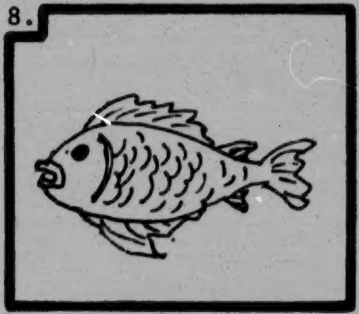
7.



Yes, he did.

No, he didn't.

8.



Yes, they did.

No, they didn't.

III. READING

Directions: Circle the correct answers.

1. Where did he ____________ yesterday?
   go
   goes
   went

2. He ____________ a baseball game at the stadium yesterday.
   see
   sees
   saw

3. What pet did you ____________?
   has
   have
   had

4. They ____________ two goldfish and a parrot.
   having
   had
   has

- -

IV. WRITING

Directions: Write the correct questions or answers.

Jane went to the zoo last Sunday. She saw four polar bears and many goldfish. Jane also saw some horses and a parrot.

1. Where did Jane go last Sunday?

____

2. How many polar bears did she see?

____

3. Did she see some goldfish?

____

4. ____________________________________ some horses?

____

5. Did she see five parrots?

____

Los Angeles Unified School District
Asian Project - ABE AP-2A2873

LESSON TWENTY-EIGHT - CHINESE SUPPLEMENT
SECTION I: We Went to the Circus
SECTION II: They Had Two Dogs

LESSON TWENTY-EIGHT 第二十八課

SECTION I: WE WENT TO THE CIRCUS 第一節：我們去了馬戲場

OBJECTIVE 學習目標

In this section you will learn to talk about some interesting places to visit in a city.

在這一節裡，你們要學習談論市區內一些有趣的地方。

THE DIALOGUE 對話

Ben Lee:	Where did you go last Saturday?	你上星期六到什麼地方去了？
Mrs. Kim:	We went to the circus.	我們到馬戲場去了。
Ben:	Did the children like the clowns?	孩子們喜歡那些小丑嗎？
Mrs. Kim:	Yes, they did. They liked the popcorn and peanuts, too.	喜欢，他們也喜欢爆玉米和花生。

EXTENSION 引申

They saw polar bears at the zoo.	他們在動物園裡看見了北極熊。
They saw some paintings at the museum.	他們在博物館裡看見了一些圖畫。
He saw a horse race at the racetrack.	他在跑馬場裡看了一場賽馬。
He saw a baseball game at the stadium.	他在體育場裡看了一場棒球賽。
They saw some clowns at the circus.	他們在馬戲場看見了一些小丑。

SECTION II: THEY HAD TWO DOGS

第二節：他們有兩隻狗

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Talk about household pets.

學習目標

在這一節裡，你們要：

一、練習發音。

二、談論家庭玩賞動物。

A READING LESSON

The Nelsons' Pets

The Nelsons live in Los Angeles. They are from Texas. They don't have any children. In Texas they had many pets. They had two dogs, two cats, two goldfish, and a parrot. The dogs ate dogfood. The cats ate catfood. The fish ate fishfood, and the parrot ate birdseed. The Nelsons needed to buy a lot of food for their pets.

Now the Nelsons live in a small apartment. They have only one cat and two goldfish.

閱讀課文

Nelson家的玩賞動物

Nelson 這一家人住在落杉磯。他們是德州人。他們沒有孩子。在德州的時候，他們有很多玩賞的動物。他們有兩隻狗，兩隻猫，兩條金魚和一隻鸚鵡。狗吃狗食。猫吃猫食。魚吃魚料，鸚鵡吃鳥吃的種子。Nelson 他們需要買很多食物給他們的玩賞動物

現在 Nelson 他們住在一間小公寓裡。他們只有一隻猫和兩條金魚了。

EXTENSION

Tom: Have a cigar.

Ken: Did your wife have a baby?

引申

抽一隻雪茄吧！

你太太生了孩子嗎？

Tom: No, she didn't. Our dog had puppies last night.

沒有。我們的狗昨晚生了小狗。

Ken: Ha! Ha! Ha!

哈！哈！哈！

NOTES

應注意事項

1. Learn the following irregular verbs in this lesson:

一、學習本課中的不規則動詞：

present	past	現在式	過去式
go	went	去	去了
see	saw	看	看了
eat	ate	吃	吃了
have	had	有	有了

2. It is an American custom to offer cigars when a baby is born.

二、美國有一個習慣，每當嬰兒出生時，父親經常送雪茄煙給他的朋友。

3. The English verb "have" has many usages. See below:

They have two dogs.

Have a cigar!

Our dog had puppies last night.

三、英文動詞"have"有很多意義。請看下列的例子：

他們有兩隻狗。

抽一隻雪茄煙吧。

我們的狗昨晚生了小狗。

Los Angeles Unified School District
Asian Project - ABE
AP-212973

LESSON TWENTY-NINE - LESSON GUIDE
SECTION I: That's a Good-looking Sports Car
SECTION II: It Doesn't Fit

LESSON TWENTY-NINE

OBJECTIVES

Listening Comprehension: Student will be able to identify:

1. The names of different types of cars.
2. Descriptions of clothing that do not fit.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify the above items.
2. Talk about different types of cars and about "trading in" cars.
3. Exchange items at a store.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	When did you buy your car?	It doesn't fit.
		It's too small/short.
Review:	Where's your old car?	
	Did you buy it here?	Yes, I did/No, I didn't.
		I want to exchange this dress.
		I bought it last week.
		Yes, it is/No, it isn't.

Fixed Expressions: That's a good-looking car.
I traded it in.
Give me the receipt, please.

INSTRUCTIONAL AIDS

Drill pictures:

P209 - a two-door car
P210 - a four-door car
P211 - a compact car
P212 - a station wagon
P213 - a van
P214 - a camper

P215 - Dialogue (That's a good-looking sports car)
P216 - too small, too big
P217 - too short, too long

Also: P 74 - Dialogue (It doesn't fit) (at the department store)

Transparencies:

T109 - a two-door, a four-door, and a compact car; a station wagon, a van, a camper
T110 - Dialogue (That's a good-looking sports car)
T111 - too small, too big, too short, too long
T112 - Dialogue (It doesn't fit)

Student handouts:

Student leaflet
Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. It is not common for a person in Asia to own a car, except in Japan.
2. Humbleness and politeness are considered important virtues by the Asians. They customarily reject or deny compliments to show these qualities. Since the American way, however, is to accept compliments and to say "thank you," it is important to point this out to the Asians, and to drill them, so they will not feel uneasy about following this different custom.
3. In Asia, people usually make maximal use of the things that they buy, throwing them away when they become too old. Therefore, the concept of "trading in" is new to the Asians.
4. As was mentioned in an earlier lesson, the Chinese, Japanese, and Korean languages do not have a parallel structure for the "verb-to-verb" English pattern. The speakers of these languages have a tendency to drop the word "to" in these situations.

SECTION I: THAT'S A GOOD-LOOKING SPORTS CAR

[NOTE: Do not distribute student leaflets until time for Reading.]

SECTION I: THAT'S A GOOD-LOOKING SPORTS CAR

REVIEW

A. Cue with drill pictures from Lesson 28.

B. Suggested items for review:

1. "Where did he go last Sunday?"
2. "What did you see at the stadium?"
3. "What kind of pet did they have?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows P209-214 or T109 and identifies

- Cl listens

B. T cues and asks "yes-no" questions

- Cl / Gr / St > answers

Repeating

T cues and models - Cl / Gr / St > repeats

Answering

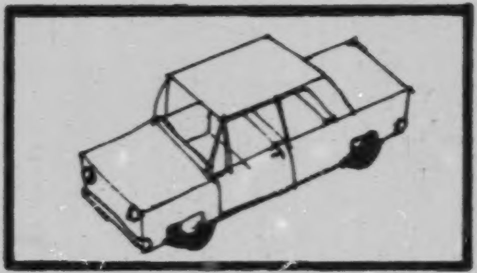
T cues and asks - Cl / Gr / St > answers

T: What's this?

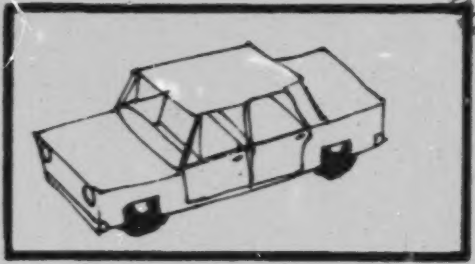
OBJECTIVE

In this section you will learn the names of different types of cars. You will also learn about "trading in" cars.

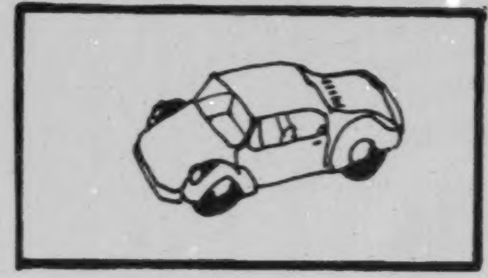
LISTENING COMPREHENSION



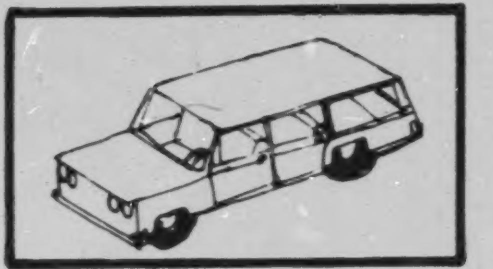
a two-door car



a four-door car

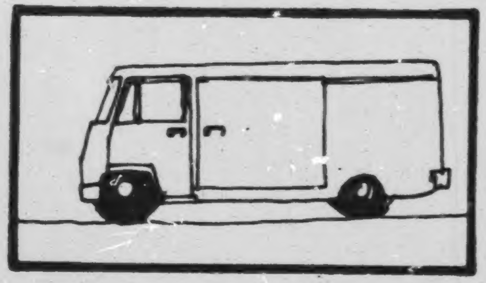


a compact car

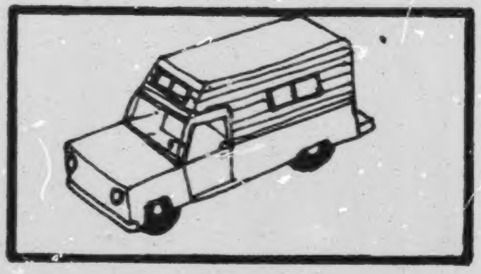


a station wagon

[NOTE: Inform the students that a two-door car is sometimes called a "coupe" and the four-door a "sedan."]



a van



a camper

THE DIALOGUE

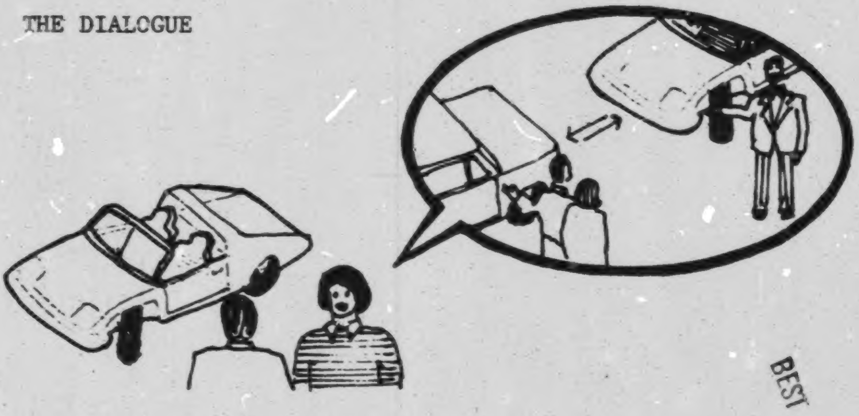
A. Show P215 or T110 and set the scene.

B. Follow the usual procedure for presenting a dialogue.

C. Show dialogue on board or overhead for reading lesson.

[NOTE: Explain concept of "trading in" a car.]

THE DIALOGUE



Ken: That's a good-looking sports car.

Ann: Thank you. We bought it last week.

Ken: Where's your old car?

Ann: We traded it in.

PRACTICE

"That's a good-looking sports car"

A. Substitution Drill

T: That's a good-looking sports car.
camper
(etc.)

PRACTICE

"That's a good-looking sports car"

B. Response Drill

Distribute drill pictures to individual students.

St gives statement - St responds

OPTIONAL ACTIVITY

Have students compliment each other on their clothing or possessions:

S-1: That's a good-looking shirt/pen.
S-2: Thank you.

"We bought it last week"

A. Substitution Drills

1. T: We bought it last week.
   yesterday
   (etc.)

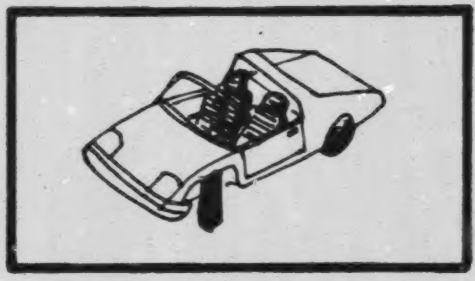
2. T: I bought it last month.
   We
   (etc.)

B. Answer Drill

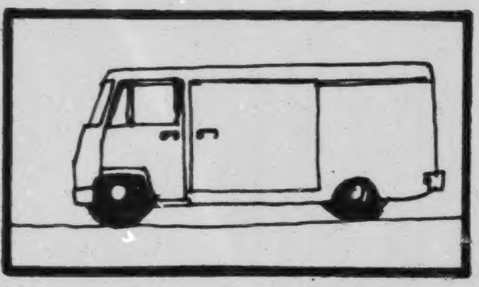
T gives picture and word cues and asks

- Cl, Gr, St answers

T: When did you buy your station wagon?
last month
S: We bought it last month.



1. S-1: That's a good-looking sports car.
S-2: Thank you.



2. S-1: That's a good-looking van.
S-2: Thank you.

* * *

3. S-1: That's a good-looking compact car.
S-2: Thank you.

4. S-1: That's a good-looking station wagon.
S-2: Thank you.

"Where's your old camper?"

Question and Answer Drill

T cues: T, Gr, St > asks - Cl, Gr, St > answers

CONTROLLED CONVERSATION

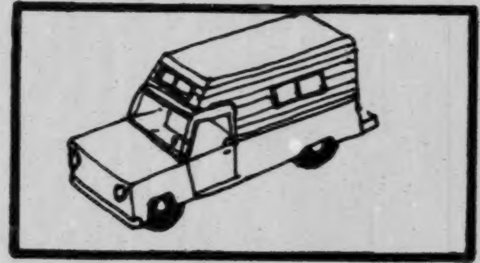
Lead students into conversations about cars, cueing when necessary.

READING

[NOTE: Have students open their leaflets at this time.]

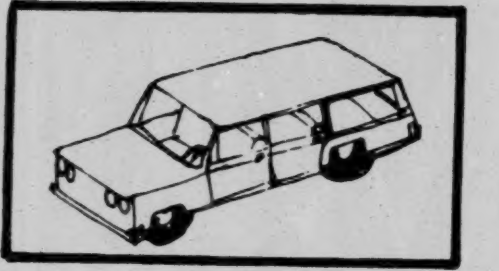
A., B., and C. Have students follow directions as noted in the student leaflet.

"Where's your old camper?"



5. S-1: Where's your old camper?

S-2: I traded it in.



6. S-1: Where's your old station wagon?

S-2: I traded it in.

CONTROLLED CONVERSATION

1. S-1: That's a good-looking van. Is it new?
   S-2: Yes, it is. I bought it last week.
   S-1: Where's your old car?
   S-2: I traded it in.

2. S-1: That's a good-looking camper. Is it new?
   S-2: No, it isn't. I bought it last year.

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Follow the usual procedure for practicing reading.

D. Read:

The New Camper

The Nelsons have a new camper. They bought it last month. They had an old van. They traded it in.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. What car do the Nelsons have?

____

2. When did they buy it?

____

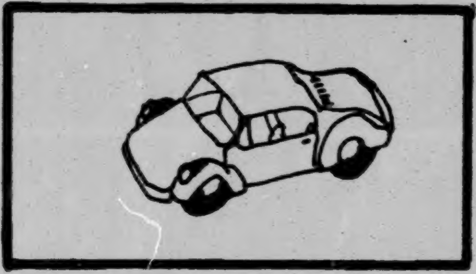
3. What kind of car _______________

They had an old van.

4. Did they trade it in?

____

B. Write the correct words in the blanks.



Maria: That's a good-looking _______________

Paul: _________ you. We _________ it last month.

Maria: _________ your old car?

Paul: We ___________ it in.

SECTION II: IT DOESN'T FIT

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. T models - Cl listens
2. T demonstrates pronunciation of /r/ before a vowel, rounding the lips and curling the tongue before moving into the vowel sound.

   [NOTE: Have students practice /r/ before rounded vowels first, then before unrounded sounds.]
3. T models - Cl, Gr, St repeats

SECTION II: IT DOESN'T FIT

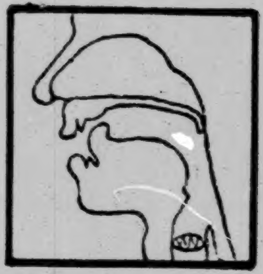
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to exchange items at a store.

PRONUNCIATION



/r/ before vowels

room
a room

roof
a roof

a rose
a roll

a rock
a robber

a ring
a rat

It's the wrong room.

Read and write English.

THE DIALOGUE

Preliminary Activity

A. T shows P216-217 or T111 and identifies

- Cl listens

B. T cues and asks "yes-no" questions

- Cl / Gr / St > answers

T: Is this sweater too small?

C. T cues and asks - Cl / Gr / St > answers

T: This sweater doesn't fit.
What's the matter?

S: It's too small.

Presenting the Dialogue

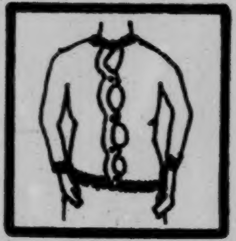
A. Show P74 or T112 and present the dialogue, following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

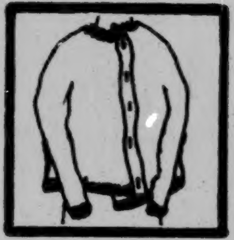
THE DIALOGUE

Preliminary Activity

This sweater doesn't fit.

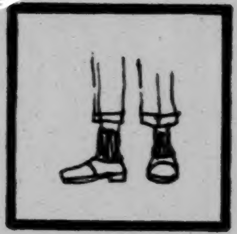


It's too small.

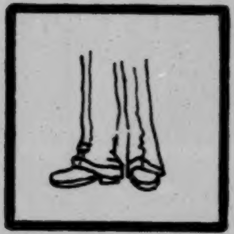


It's too big.

These pants don't fit.



They're too short.



They're too long.

[NOTE: Show a receipt or draw a replica on the board.]

Ann Jones: I want to exchange this dress. It doesn't fit.

Saleslady: Did you buy it here?

Ann Jones: Yes, I did.

Saleslady: Do you have the receipt?

Ann Jones: Yes, I do. Here it is.

PRACTICE

"I want to exchange this sweater"

Substitution Drill

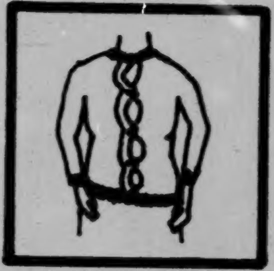
T: I want to exchange this sweater.
jacket
shirt
(etc.)

MINI-DIALOGUES

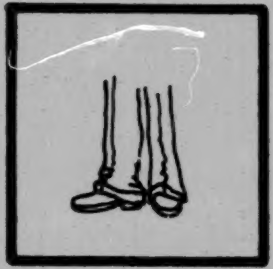
T sets pattern and cues when necessary:

St asks - St answers

MINI-DIALOGUES



1. S-1: May I help you?
S-2: I want to exchange this sweater.
S-1: What's the matter?
S-2: It's too small.



2. S-1: May I help you?
S-2: I want to exchange these pants.
S-1: What's the matter?
S-2: They're too long.

PRACTICE

"Did you buy it here?"

A. Substitution Drill

T: Did you buy it here?
she
(etc.)

B. Question and Answer Drill

T cues by nodding or shaking head:

T / Gr / St > asks - Cl / Gr / St > answers

"Do you have the receipt?"

Hand a receipt (or a replica) to students.

T / Gr / St > asks - St answers

S-1: Do you have the receipt?
S-2: Yes, I do/No, I don't.

- -

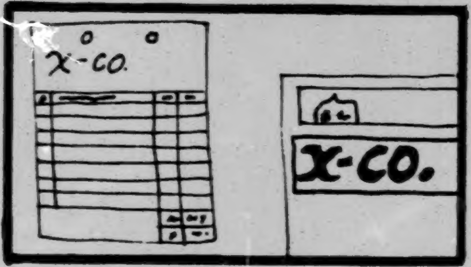
MINI-DIALOGUES

T cues and sets pattern:

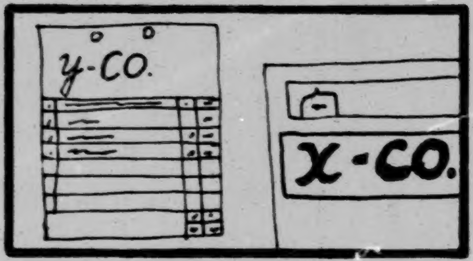
St asks - St answers

PRACTICE

"Did you buy it here?"



1. S-1: Did you buy it here?
S-2: Yes, I did.



2. S-1: Did he buy them here?
S-2: No, he didn't.

MINI-DIALOGUES

1. S-1: May I help you?
S-2: I want to exchange this sweater. It's too big.
S-1: Do you have the receipt?
S-2: Yes, I do.

2. S-1: These pants don't fit. They're too short.
   S-2: Did you buy them here?
   S-1: Yes, I did.
   S-2: Give me the receipt, please.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., C., and D. Have students follow directions as noted in student leaflet.

E. Follow the usual procedure for practicing reading.

F. Ask comprehension questions about the story.

READING

A. Read the sentences on page 5.

B. Read the Mini-dialogues on page 6.

C. Read the Practice exercises on page 6.

D. Read the Mini-dialogues on page 7.

E. Read:

Kay's Sweater

Kay bought a sweater last week. The sweater didn't fit. She wanted to exchange it. She went to the department store yesterday. She had her receipt. Kay exchanged the sweater.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers.

1. When did Kay buy her sweater? ____________
2. Did it fit? ____________
3. What did Kay want to do? ____________
4. ____________ She went to the department store yesterday.
5. ____________ She had her receipt.
6. Did she exchange her sweater? ____________

Los Angeles Unified School District
Asian Project - ABE
AP-202973

LESSON TWENTY-NINE - STUDENT LEAFLET
SECTION I: That's a Good-looking Sports Car
SECTION II: It Doesn't Fit

LESSON TWENTY-NINE

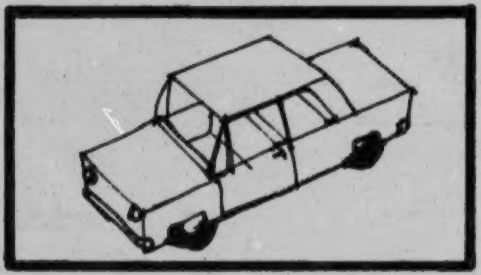
SECTION I: THAT'S A GOOD-LOOKING SPORTS CAR

OBJECTIVE

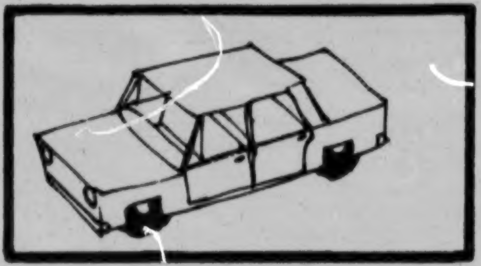
In this section you will learn the names of different types of cars. You will also learn about "trading in" cars.

- -

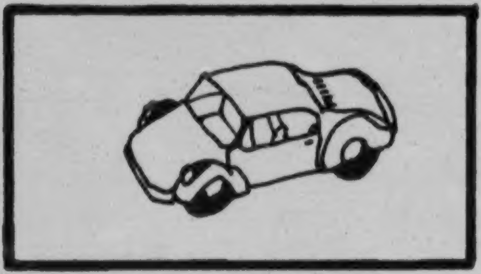
LISTENING COMPREHENSION



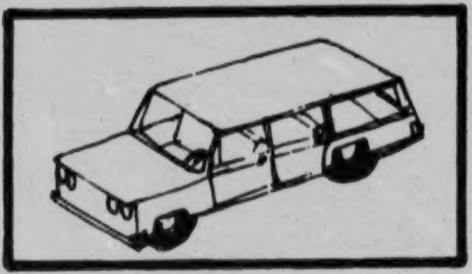
a two-door car



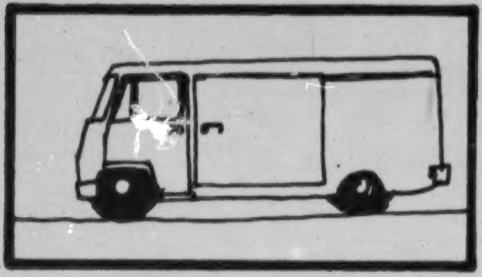
a four-door car



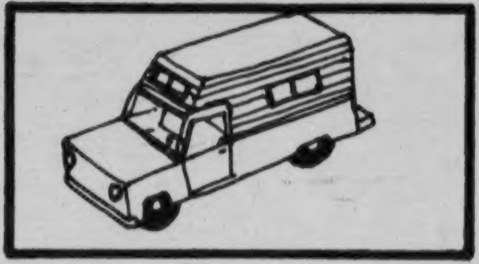
a compact car



a station wagon



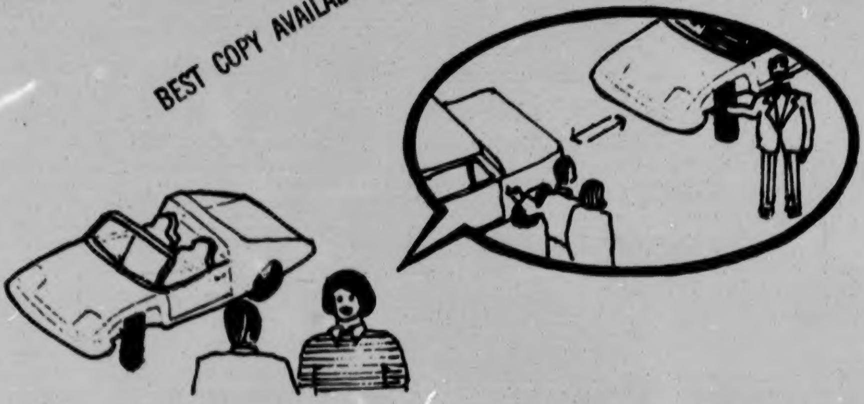
a van



a camper

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Ken: That's a good-looking sports car.

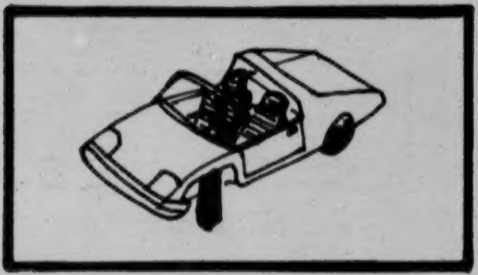
Ann: Thank you. We bought it last week.

Ken: Where's your old car?

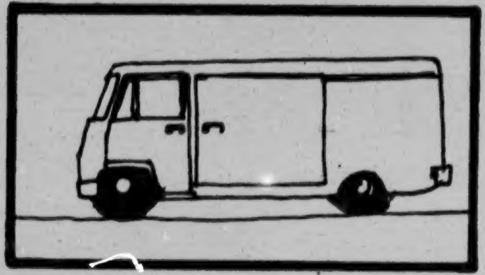
Ann: We traded it in.

PRACTICE

"That's a good-looking sports car"



1. S-1: That's a good-looking sports car.
   S-2: Thank you.



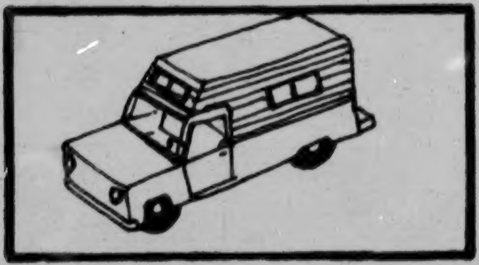
2. S-1: That's a good-looking van.
   S-2: Thank you.

* * *

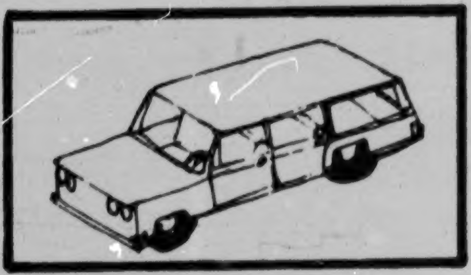
3. S-1: That's a good-looking compact car.
   S-2: Thank you.

4. S-1: That's a good-looking station wagon.
   S-2: Thank you.

"Where's your old camper?"



5. S-1: Where's your old camper?
   S-2: I traded it in.



6. S-1: Where's your old station wagon?
   S-2: I traded it in.

- -

CONTROLLED CONVERSATION

1. S-1: That's a good-looking van. Is it new?
   S-2: Yes, it is. I bought it last week.
   S-1: Where's your old car?
   S-2: I traded it in.

2. S-1: That's a good-looking camper. Is it new?
   S-2: No, it isn't. I bought it last year.

- -

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read:

The New Camper

The Nelsons have a new camper. They bought it last month. They had an old van. They traded it in.

- -

WRITING

A. Write the questions or answers about the reading.

1. What car do the Nelsons have?

____

2. When did they buy it?

____

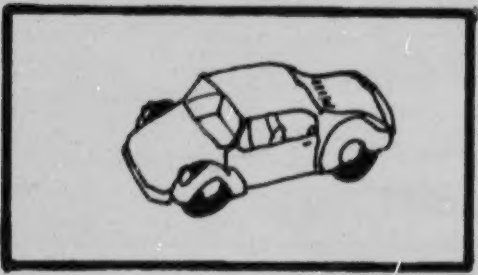
3. What kind of car ___________________________________

They had an old van.

4. When did they trade it in?

____

B. Write the correct words in the blanks.



Maria: That's a good-looking __________

Paul: __________ you. We __________ it last month.

Maria: ______________ your old car?

Paul: We ______________ it in.

- -

SECTION II: IT DOESN'T FIT

[NOTE: Put away your leaflet until time for Reading.]

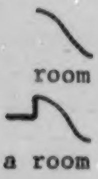
OBJECTIVES

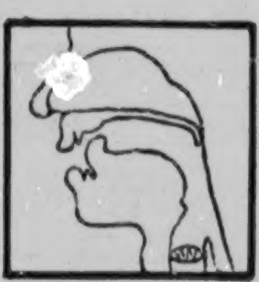
In this section you will:

1. Practice pronunciation.
2. Learn to exchange items at a store.

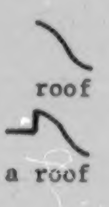
- -

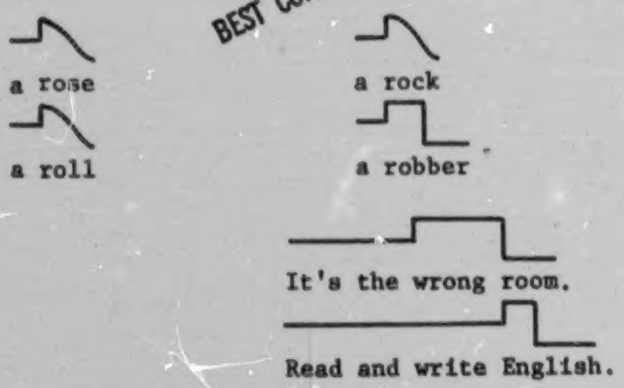
PRONUNCIATION





/r/ before vowels





a rose

a roll

a rock

a robber

a ring

a rat

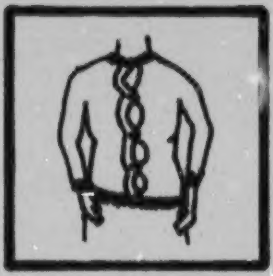
It's the wrong room.

Read and write English.

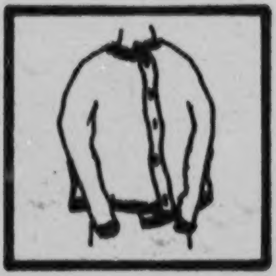
THE DIALOGUE

Preliminary Activity

This sweater doesn't fit.

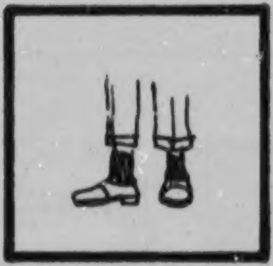


It's too small.

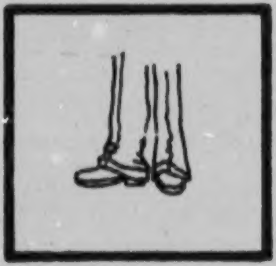


It's too big.

These pants don't fit.



They're too short.



They're too long.

Ann Jones: I want to exchange this dress.

It doesn't fit.

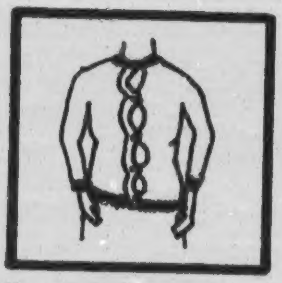
Saleslady: Did you buy it here?

Ann Jones: Yes, I did.

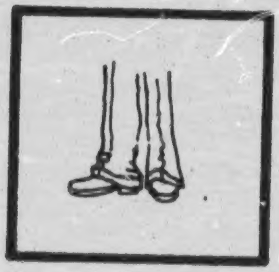
Saleslady: Do you have the receipt?

Ann Jones: Yes, I do. Here it is.

MINI-DIALOGUES



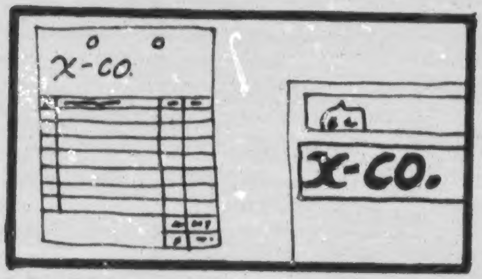
1. S-1: May I help you?
   S-2: I want to exchange this sweater.
   S-1: What's the matter?
   S-2: It's too small.



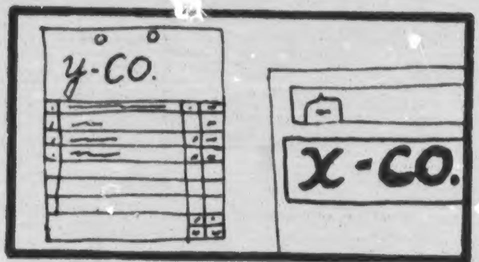
2. S-1: May I help you?
   S-2: I want to exchange these pants.
   S-1: What's the matter?
   S-2: They're too long.

PRACTICE

"Did you buy it here?"



1. S-1: Did you buy it here?
   S-2: Yes, I did.



2. S-1: Did he buy them here?
   S-2: No, he didn't.

MINI-DIALOGUES

1. S-1: May I help you?
   S-2: I want to exchange this sweater. It's too big.
   S-1: Do you have the receipt?
   S-2: Yes, I do.

2. S-1: These pants don't fit. They're too short.
   S-2: Did you buy them here?
   S-1: Yes, I did.
   S-2: Give me the receipt, please.

- -

READING

A. Read the sentences on page 5.
B. Read the Mini-dialogues on page 6.
C. Read the Practice exercises on page 6.
D. Read the Mini-dialogues on this page.
E. Read:

Kay's Sweater

Kay bought a sweater last week. The sweater didn't fit. She wanted to exchange it. She went to the department store yesterday. She had her receipt. Kay exchanged the sweater.

- -

WRITING

Write the questions or answers.

1. When did Kay buy her sweater? ______________________________
2. Did it fit? ______________________________
3. What did Kay want to do? ______________________________
4. ______________________________
   She went to the department store yesterday.
5. ______________________________
   She had her receipt.
6. Did she exchange her sweater? ______________________________

LESSON TWENTY-NINE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Use word cues and pictures of types of cars and articles of clothing which fit and don't fit as cues to elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What kind of car did he buy? (He bought a sports car.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask "when" questions with "did." (When did she buy her car?)	1 2 3 4 5	1 2 3 4 5
3. Have students answer #2. (She bought it yesterday.)	1 2 3 4 5	1 2 3 4 5
4. This sweater doesn't fit. What's the matter? (It's too big.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I bought a compact car last week.
2. He has a new camper.
3. That's a good-looking sports car.
4. Does this sweater fit?
5. Did he repair his old car?
6. These pants are too long.
7. Is this sweater too big?
8. Did she have the receipt?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE AP-292973

LESSON 29: STUDENT LEAFLET
EVALUATION FORM

LESSON TWENTY-NINE: STUDENT EVALUATION FORM

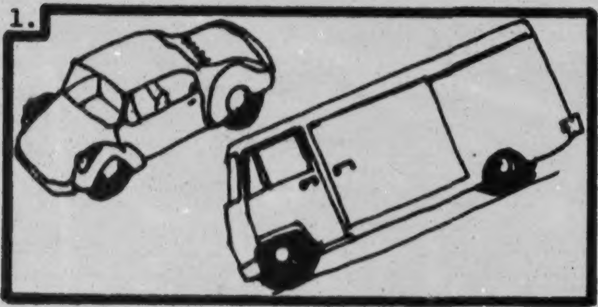
I. Oral Exercise

- -

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

1.



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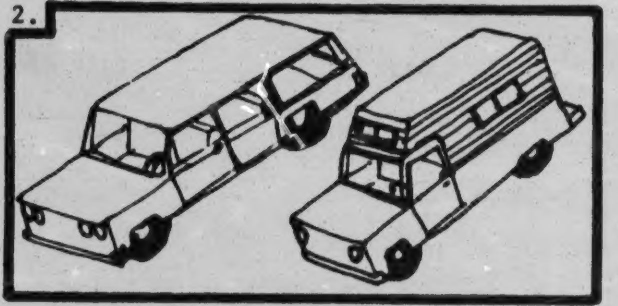
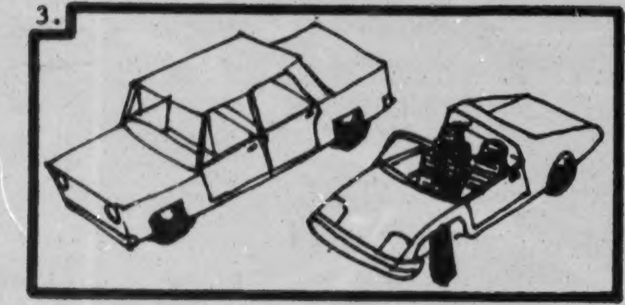


3.



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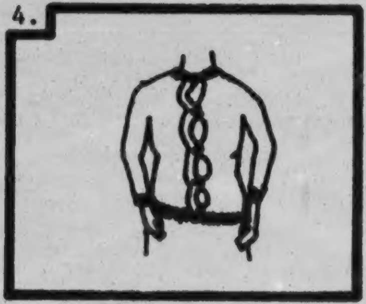
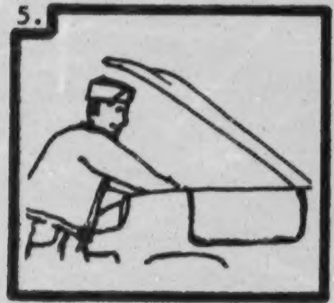


Yes, it does.

No, it doesn't.

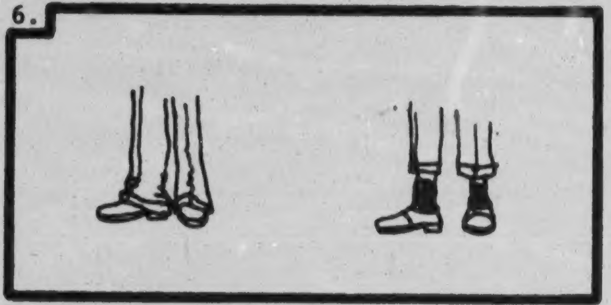
5.



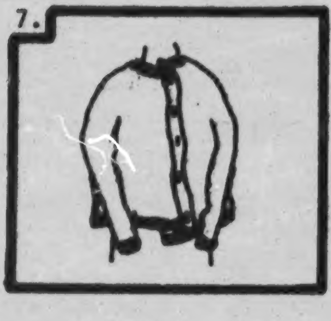
Yes, he did.

No, he didn't.

6.



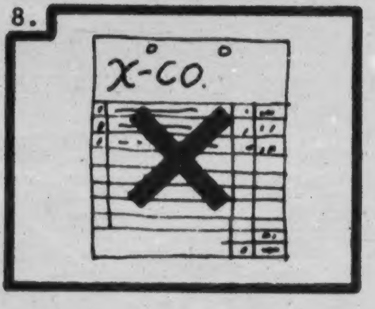
7.



Yes, it is.

No, it isn't.

8.



Yes, she did.

No, she didn't.

III. READING

Directions: Circle the correct answers.

1. They had an old car. They _________ a new car last week.

   bought

   repaired

   traded in

2. Did you _________ a new sports car?

   buy

   bought

   exchanged

3. I want to ____________ this sweater. It's too big.

   put on

   exchange

   buy

4. These pants don't fit. They're too ____________.

   new

   good-looking

   long

- -

IV. WRITING

Directions: Write the correct words in the blanks.

The Garcias had an old compact car. They needed a big car. Yesterday they bought a new station wagon. Now they have a big car.

1. a. Did the Garcias have an old compact car?

   b. Yes, __________________________

2. a. What ___________ they need?

   b. They ___________________ a big car.

3. a. When did they _________________ a new station wagon?

   b. They bought it ____________________

4. a. Do the Garcias have a new station wagon now?

   b. Yes, __________________________

Los Angeles Unified School District
Asian Project - ABE AP-2A2973

LESSON TWENTY-NINE - CHINESE SUPPLEMENT
SECTION I: That's a Good-Looking Sports Car
SECTION II: It Doesn't Fit

LESSON TWENTY-NINE 第二十九課

SECTION I: THAT'S A GOOD-LOOKING SPORTS CAR 第一節：那是一部好看的跑車

OBJECTIVE 學習目標

In this section you will learn the names of different types of cars. You will also learn about "trading in" cars.

在這一節裡，你們要學習各種汽車的名稱，以及關於如何用舊車折價買新車。

THE DIALOGUE 對話

Ken: That's a good-looking sports car. 那是一部好看的跑車。

Ann: Thank you. We bought it last week. 謝々。我們上礼拜買的。

Ken: Where's your old car? 你們的舊車呢？

Ann: We traded it in. 我們用來貼換了這部新車。

SECTION II: IT DOESN'T FIT 第二節：不合身

OBJECTIVES 學習目標

In this section you will: 在這一節裡，你們要：

1. Practice pronunciation. 一、練習發音。
2. Learn to return items at a store. 二、學習如何退換貨物。

THE DIALOGUE 對話

This sweater doesn't fit. 這件毛衣不合身。

It's too small.	太小。
It's too big.	太大。
These pants don't fit.	這褲子不合身。
They're too short.	太短。
They're too long.	太長。
Ann Jones: I want to exchange this dress. It doesn't fit.	這件衣服不合身，我想換一件。
Saleslady: Did you buy it here?	你在這裡買的嗎？
Ann: Yes, I did.	是的。
Saleslady: Do you have the receipt?	你有收据嗎？
Ann: Yes, I do. Here it is!	有。在這裡。

NOTES	應注意事項
1. It is an American custom to say "thank you" when you are complimented.	一、如果有人称讚你或你的東西，美國人的習慣是說"謝々"。
2. It is quite common to trade in used cars or used appliances in the United States.	二、在美國用舊車或舊器具折價買新車或新器具是一件常事。
3. The verb "want" is in the infinitive form. Example: want to go	三、英文"want"(想要)後面的動詞通常都是不定式，也就是要加"to"。例如：want to go (想要去)

Los Angeles Unified School District
Asian Project - ABE
AP-213073

LESSON THIRTY - LESSON GUIDE
SECTION I: We Went to San Francisco
SECTION II: When Did You Wash Your Car?
Review

LESSON THIRTY

OBJECTIVES

Listening Comprehension: Student will be able to identify names of some places of interest in the United States like the Grand Canyon, Niagara Falls, etc.

Listening and Speaking: Student will be able to:

1. Converse about visiting some interesting places in the United States.
2. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 26-29.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review:

Where did you/she go on your/her vacation?	I/She went to Washington, D.C.
What did you do there?	I visited the White House.
Did they go to New York?	Yes, they did/No, they didn't.
When did you wash your car?	I washed it yesterday.
What did he do last weekend?	He played cards.
What's his occupation?	He's an auto mechanic.
Can she type?	Yes, she can/No, she can't.
Does this sweater fit?	Yes, it does/No, it doesn't.
What's the matter?	It's too long/short.

Fixed Expression: It looks nice.

INSTRUCTIONAL AIDS

Drill pictures:

P218 - the White House
P219 - Yosemite
P220 - Grand Canyon
P221 - Las Vegas
P222 - Niagara Falls
P223 - Dialogue (We went to San Francisco)

Also:

P211 - Dialogue (When did you wash your car?) (a compact car)
P11, 40, 97, 173, 193, 194 - actions
P195-199 - occupations

Transparencies: T113 - the White House, Yosemite, Grand Canyon, Las Vegas, Niagara Falls, San Francisco
T114 - Dialogue (We went to San Francisco)
T115 - Dialogue (When did you wash your car?)

Also: T96 - actions
T100 - occupations

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

- -

SECTION I: WE WENT TO SAN FRANCISCO

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

Listening and Identifying

A. Show a U.S. map and point out the lesson locations.

B. T shows P218-222 or T113 and identifies
- Cl listens

[NOTE: Use various pronouns in drilling with these pictures.]

C. T cues and asks "yes-no" questions

$$-\ \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$$

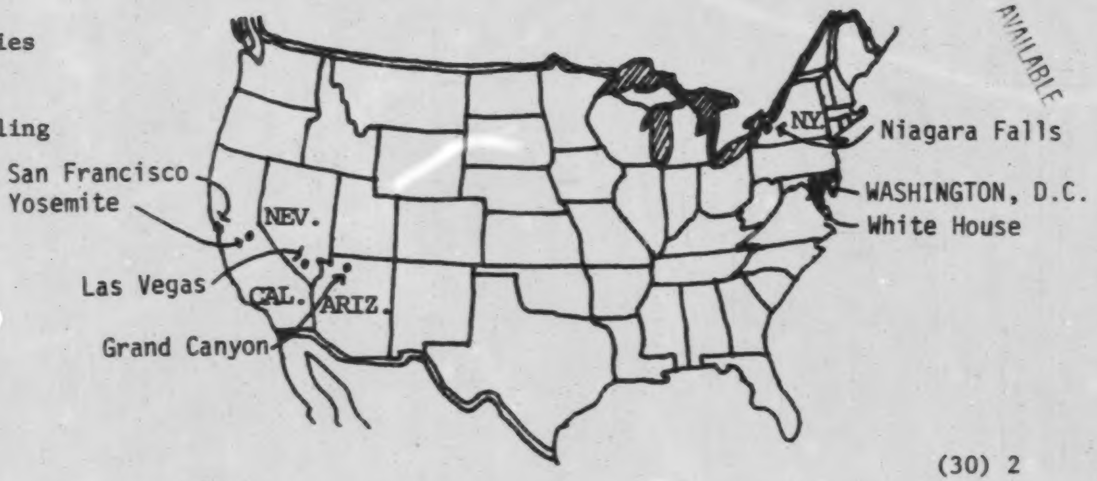
T: Did she go to Washington, D.C.?
Did she see the White House?

SECTION I: WE WENT TO SAN FRANCISCO

OBJECTIVE

In this section you will learn to talk about interesting places in the United States.

LISTENING COMPREHENSION



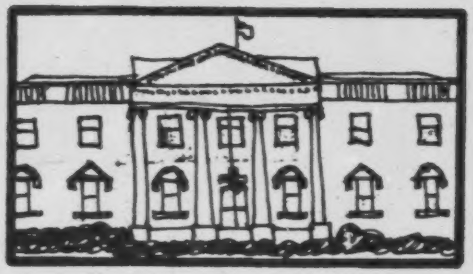
Repeating

T cues and models - Cl
Gr > repeats
St

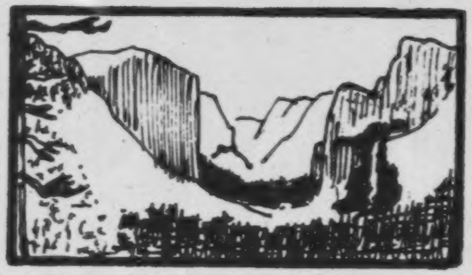
OPTIONAL ACTIVITY

T cues: T
Gr > asks - Gr > answers
St St

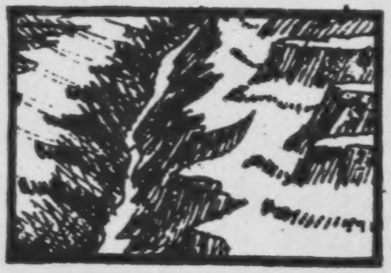
S-1: Where's the Grand Canyon?
S-2: It's in Arizona.



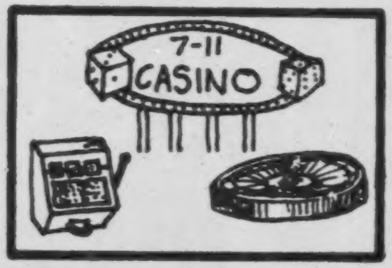
She went to Washington, D.C.
She saw the White House.



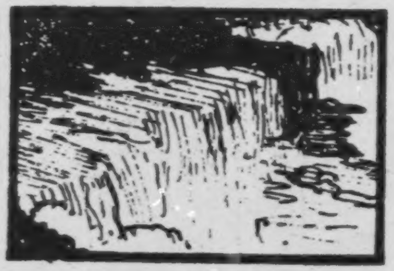
He went to California
He visited Yosemite.



We went to Arizona.
We saw the Grand Canyon.



They went to Nevada.
They visited Las Vegas.



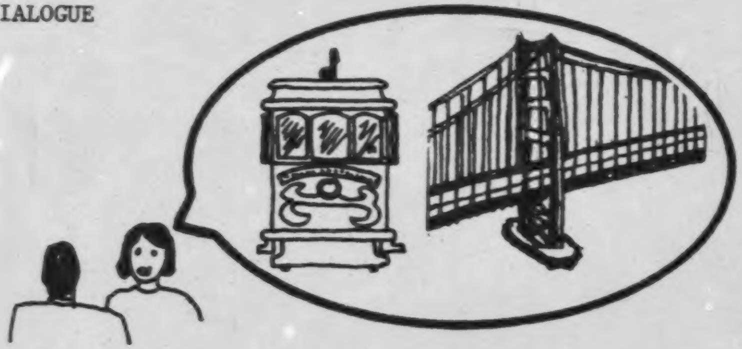
I went to New York.
I saw Niagara Falls.

THE DIALOGUE

A. Show P223 or T114 and present the dialogue, following the usual procedure.

B. Show dialogue on board or overhead for reading lesson.

THE DIALOGUE



Sam: Where did you go on your vacation?
Jane: We went to San Francisco.
Sam: What did you do there?
Jane: We saw the cable cars and the Golden Gate Bridge.

- -

PRACTICE

"We went to San Francisco"

A. Substitution Drills

1. T: We went to San Francisco.
Washington, D.C.
Arizona
(etc.)

2. T: She went to New York.
He
I
(etc.)

B. Answer Drill

T cues and asks - Cl, Gr, St > answers

T: Where did you go on your vacation?

"Where did you go on your vacation?"

A. Substitution Drill

T: Where did he go on his vacation?
she
you
(etc.)

PRACTICE

"Where did you go on your vacation?"

B. Question and Answer Drill

T gives picture or word cues:

$\left.\begin{matrix}\text{T}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{asks} \; - \; \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$

1. S-1: Where did you go on your vacation?
   S-2: I went to Nevada.

2. S-1: Where did you go on your vacation?
   S-2: I went to Arizona.

* * *

3. S-1: Where did he go on his vacation?
   S-2: He went to Washington, D.C.

4. S-1: Where did they go on their vacation?
   S-2: They went to San Francisco.

"We saw the Grand Canyon"

A. Substitution Drills

1. T: We saw the Grand Canyon.
   Niagara Falls
   (etc.)

2. T: They visited Yosemite.
   We
   (etc.)

B. Answer Drill

T cues and asks $- \; \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$

T: What did you see there?

"What did you do in Arizona?"

A. Substitution Drill

T: What did you do in New York?
visit
see

OPTIONAL

T: What did you do there?
she
(etc.)

B. Question and Answer Drill

T gives picture and word cues:

T ⟩ asks - Cl ⟩ answers
Gr ⟩ asks - Gr ⟩ answers
St ⟩ asks - St ⟩ answers

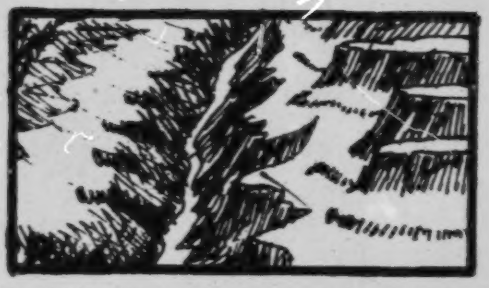
T: you

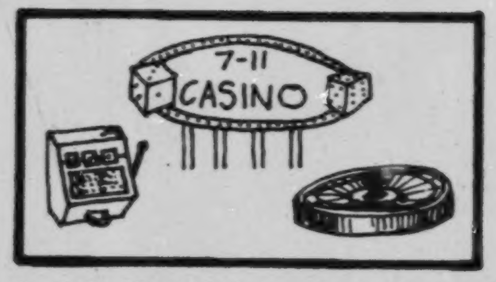
MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

"What did you do in Arizona?"





5. S-1: What did you do in Arizona?
S-2: We saw the Grand Canyon.

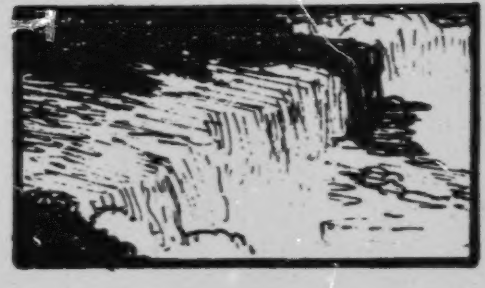
6. S-1: What did you do in Nevada?
S-2: We visited Las Vegas.

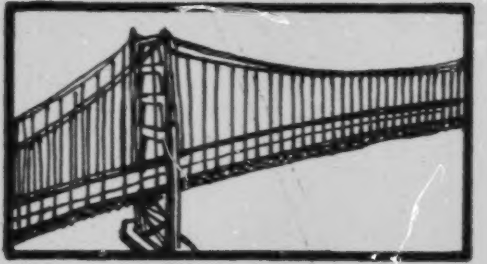
* * *

7. S-1: What did he do in Washington, D.C.?
S-2: He saw the White House.

8. S-1: What did she do in New York?
S-2: She visited Niagara Falls.

MINI-DIALOGUES





1. S-1: Where did you go on your vacation?
   S-2: We went to New York.
   S-1: What did you do there?
   S-2: We saw Niagara Falls.

2. S-1: Where did you go on your vacation?
   S-2: We went to San Francisco.
   S-1: What did you see there?
   S-2: We saw the Golden Gate Bridge.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

E. Ask comprehension questions about the story.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

The Kim Family's Vacation

The Kim family went to the East last spring. They went to New York and saw Niagara Falls. They also went to Washington, D.C. and saw the White House. They enjoyed their vacation very much.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. Where did the Kim family go last spring?

____

2. Did they go to New York? ______________________

3. What did they see in New York?

____

4. ______________________________ Washington, D.C.?

Yes, they did.

5. What ________________________ there?

They saw the White House.

SECTION II: WHEN DID YOU WASH YOUR CAR?
REVIEW

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

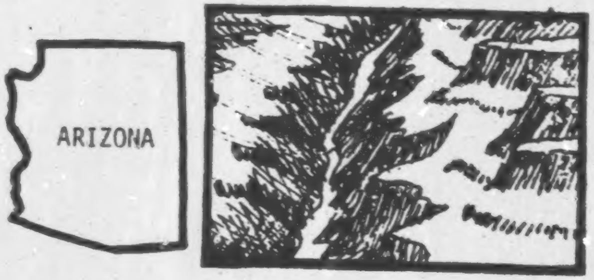
THE DIALOGUE

A. Show P211 or T115 and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show dialogue on board or overhead for reading lesson.

B. Write the questions or answers.

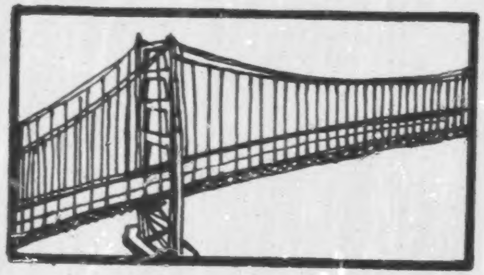


1. Where did you go on your vacation?

____

What did you see there?

____



2. ______________ San Francisco?

Yes, we did.

____________________?

We saw the Golden Gate Bridge.

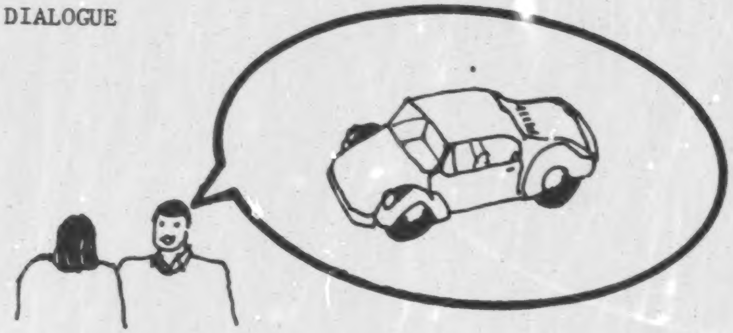
SECTION II: WHEN DID YOU WASH YOUR CAR?
REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will review certain past activities, talking about occupations and types of cars, and about returning various items to the store for exchange.

THE DIALOGUE



[NOTE: "It looks nice" is presented here as a fixed expression.]

REVIEW EXERCISES

"What did he do last weekend?"

(Cue with various action pictures from previous lessons, e.g., P11, 40, 97, 173, 193, 194, or T96.)

A. T cues and asks - Cl / Gr / St > answers

B. T cues: T / Gr / St > asks - Cl / Gr / St > answers

"What's his occupation?"

(Cue with pictures from Lesson 27: P195-199 or T100.)

A. T cues and asks - Cl / Gr / St > answers

B. T cues: T / Gr / St > asks - St answers

Amy: When did you wash your car? It looks nice.

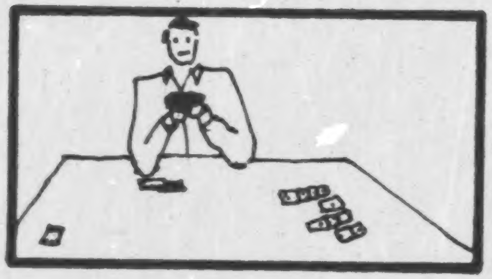
Tom: I washed and polished it yesterday.

Amy: Are those new tires?

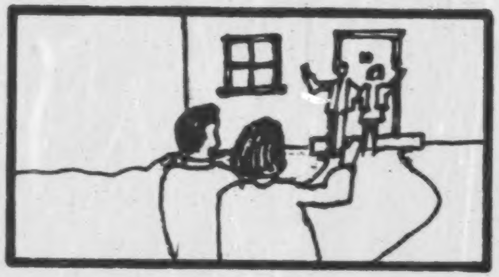
Tom: Yes, they are. I bought two new tires last week.

REVIEW EXERCISES

"What did he do last weekend?"

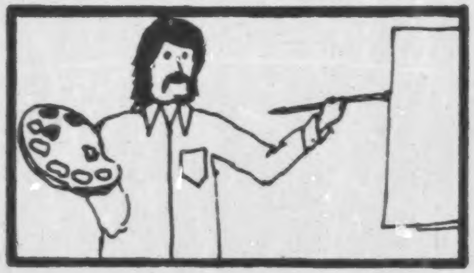


1. S-1: What did he do last weekend?
   S-2: He played cards.

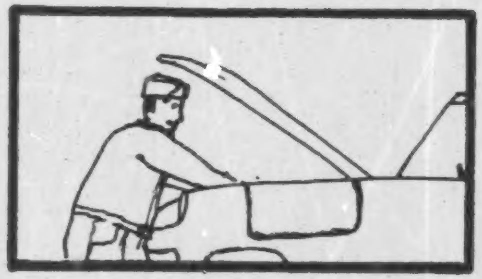


2. S-1: What did they do last Sunday?
   S-2: They visited friends.

"What's his occupation?"



3. S-1: What's his occupation?
   S-2: He's an artist.



4. S-1: What's your occupation?
   S-2: I'm an auto mechanic.

"What can you do?"

T cues: T / Gr / St > asks - Cl / Gr / St > answers

"Can he fix faucets?"

T cues: T / Gr / St > asks - Cl / Gr / St > answers

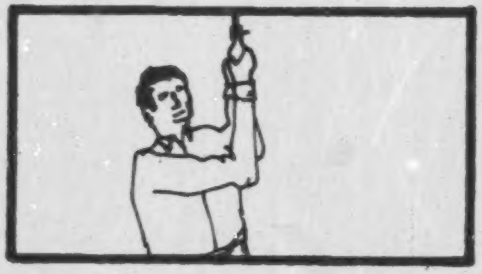
- -

CONTROLLED CONVERSATION

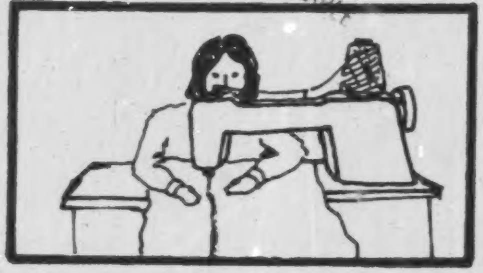
Divide class into groups of 4-6 and have the students converse with each other on the following topics:

1. Their occupations and their ability to perform certain activities.
2. The fit of their sweaters and/or pants.

"What can you do?"

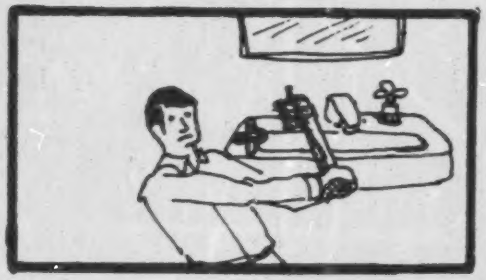


5. S-1: What can you do?
S-2: I can fix the lights.

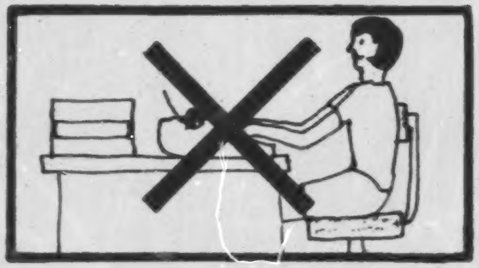


6. S-1: What can she do?
S-2: She can sew dresses.

"Can he fix faucets?"



7. S-1: Can he fix faucets?
S-2: Yes, he can.



8. S-1: Can she type?
S-2: No, she can't.

CONTROLLED CONVERSATION

1. S-1: What's her occupation?
S-2: She's an artist.
S-1: Can she sew?
S-2: No, she can't.

2. S-1: Does this sweater fit?
S-2: No, it doesn't.
S-1: What's the matter?
S-2: It's too small.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

READING

A. Read the Review exercises on pages 5 and 6.

B. Read the Controlled Conversation on page 7.

C. Read:

Tom's Car

Tom bought a used car last month. He bought two new tires last week. He washed and polished it yesterday. It's a good-looking car.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the reading.

1. What did Tom buy last month?

____

2. _______________________

He bought two new tires.

3. Did he polish the car yesterday?

____

4. _______________________

Yes, it is.

Los Angeles Unified School District
Asian Project - ABE
AP-203083

LESSON THIRTY- STUDENT LEAFLET
SECTION I: We Went to San Francisco
SECTION II: When Did You Wash Your Car?
Review

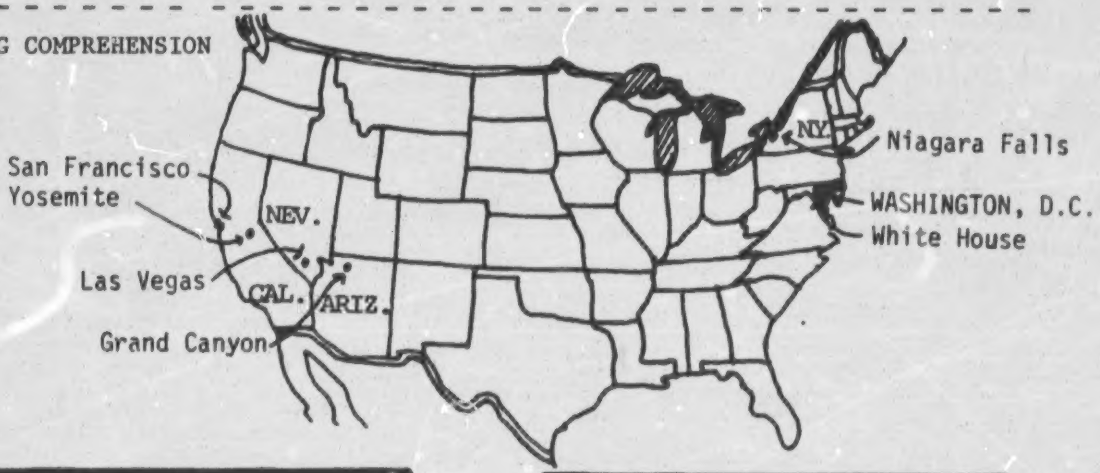
LESSON THIRTY

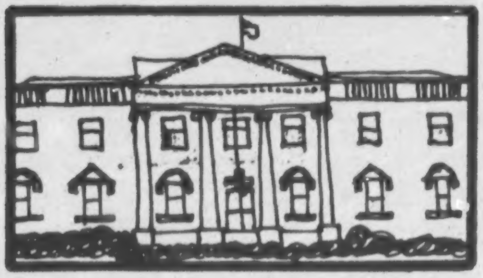
SECTION I: WE WENT TO SAN FRANCISCO

OBJECTIVE

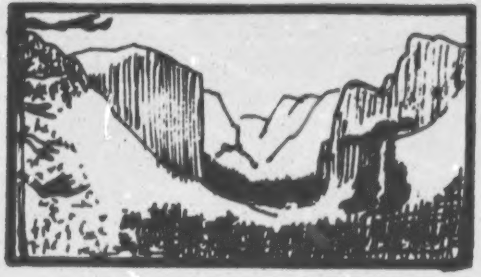
In this section you will learn to talk about interesting places in the United States.

LISTENING COMPREHENSION

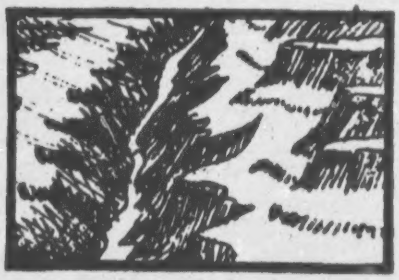

San Francisco
Yosemite
NEV.
Las Vegas
CAL.
ARIZ.
Grand Canyon
NY
Niagara Falls
WASHINGTON, D.C.
White House



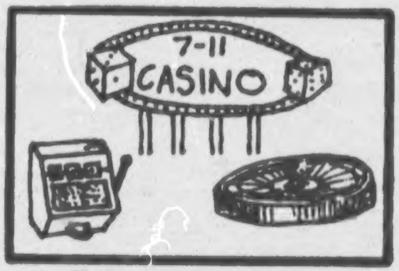
She went to Washington, D.C.
She saw the White House.



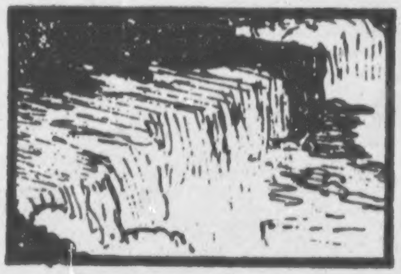
He went to California.
He visited Yosemite.



We went to Arizona.
We saw the Grand Canyon.



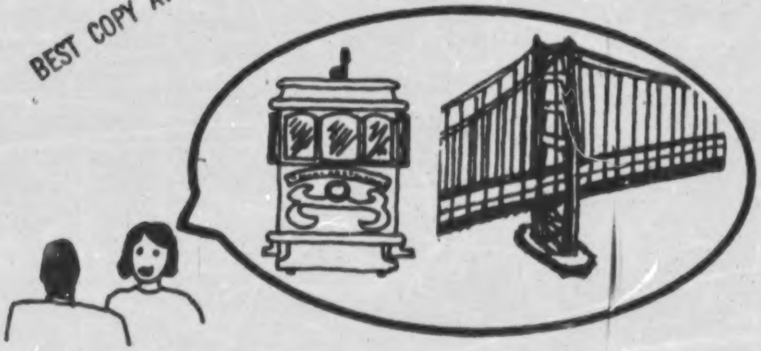
They went to Nevada.
They visited Las Vegas.



I went to New York.
I saw Niagara Falls.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Sam: Where did you go on your vacation?

Jane: We went to San Francisco.

Sam: What did you do there?

Jane: We saw the cable cars and the Golden Gate Bridge.

PRACTICE

"Where did you go on your vacation?"

1. S-1: Where did you go on your vacation?
   S-2: I went to Nevada.

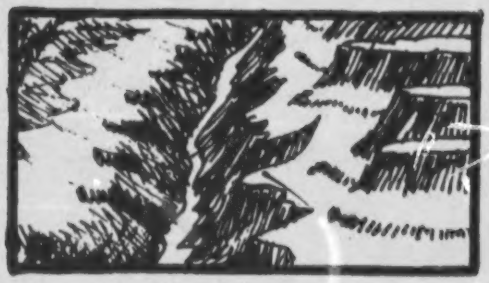
2. S-1: Where did you go on your vacation?
   S-2: I went to Arizona.

* * *

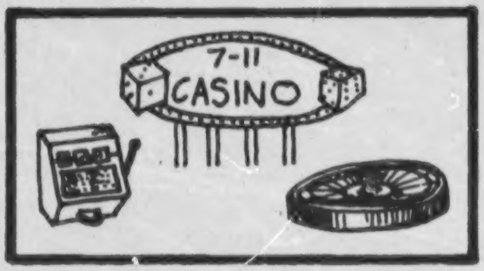
3. S-1: Where did he go on his vacation?
   S-2: He went to Washington, D.C.

4. S-1: Where did they go on their vacation?
   S-2: They went to San Francisco.

"What did you do in Arizona?"



5. S-1: What did you do in Arizona?
   S-2: We saw the Grand Canyon.



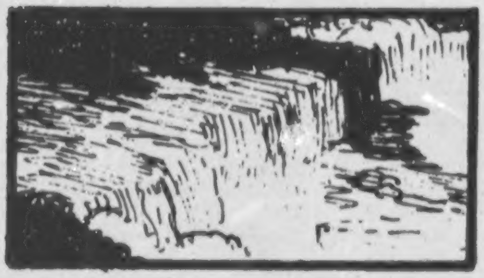
6. S-1: What did you do in Nevada?
   S-2: We visited Las Vegas.

* * *

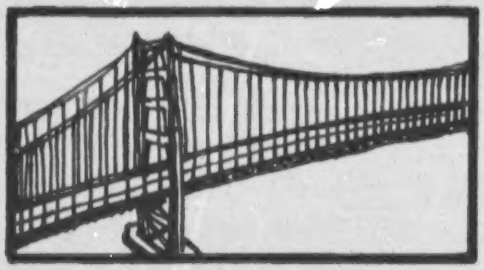
7. S-1: What did he do in Washington, D.C.?
   S-2: He saw the White House.

8. S-1: What did she do in New York?
   S-2: She visited Niagara Falls.

MINI-DIALOGUES



1. S-1: Where did you go on your vacation?
   S-2: We went to New York.
   S-1: What did you do there?
   S-2: We saw Niagara Falls.



2. S-1: Where did you go on your vacation?
   S-2: We went to San Francisco.
   S-1: What did you see there?
   S-2: We saw the Golden Gate Bridge.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on this page.

D. Read:

The Kim Family's Vacation

The Kim family went to the East last spring. They went to New York and saw Niagara Falls. They also went to Washington, D.C. and saw the White House. They enjoyed their vacation very much.

- -

WRITING

A. Write the questions or answers about the reading.

1. Where did the Kim family go last spring?

____

2. Did they go to New York?

____

3. What did they see in New York?

____

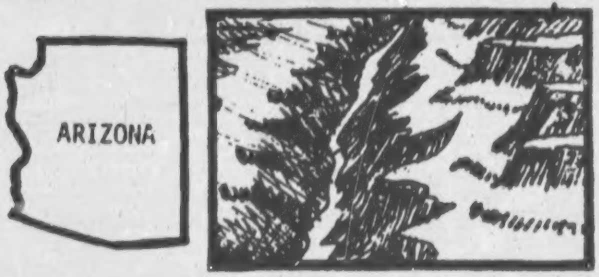
4. ____________________________________ Washington, D.C.?

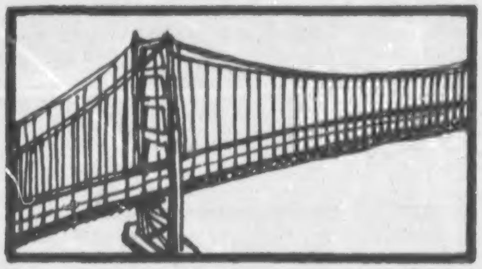
Yes, they did.

5. What ______________________________________ there?

They saw the White House.

B. Write the questions or answers.





1. Where did you go on your vacation?

____

What did you see there?

____

2. ____________________ San Francisco?

Yes, we did.

____

We saw the Golden Gate Bridge.

SECTION II: WHEN DID YOU WASH YOUR CAR?
REVIEW

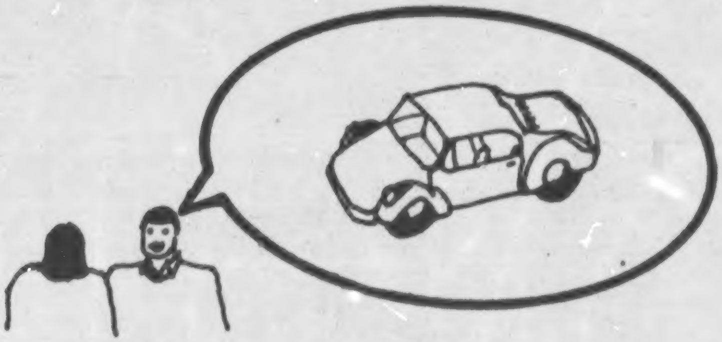
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will review certain past activities, talking about occupations and types of cars, and about returning various items to the store for exchange.

- -

THE DIALOGUE



Amy: When did you wash your car? It looks nice.

Tom: I washed and polished it yesterday.

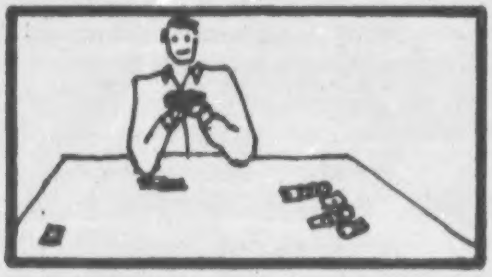
Amy: Are those new tires?

Tom: Yes, they are. I bought two new tires last week.

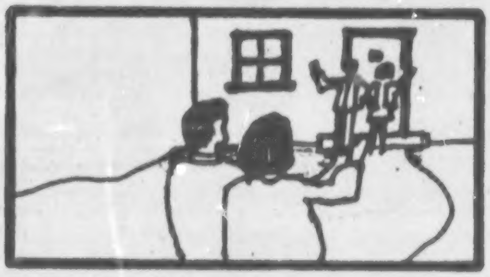
- -

REVIEW EXERCISES

"What did he do last weekend?"

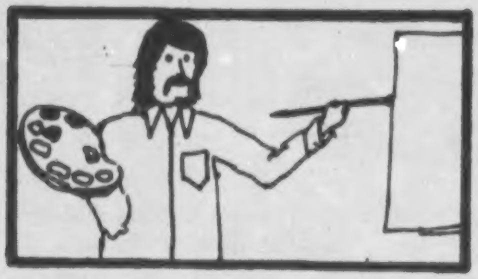


1. S-1: What did he do last weekend?
   S-2: He played cards.

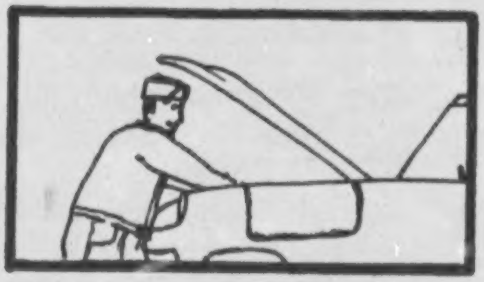


2. S-1: What did they do last Sunday?
   S-2: They visited friends.

"What's his occupation?"

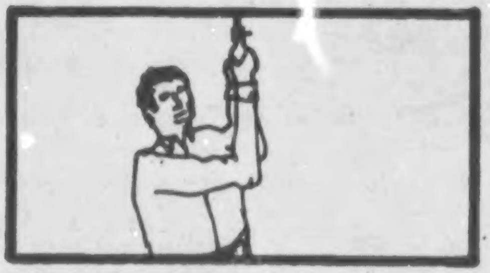


3. S-1: What's his occupation?
   S-2: He's an artist.

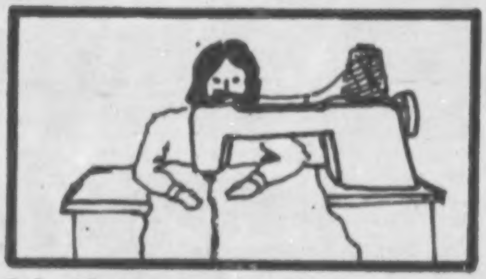


4. S-1: What's your occupation?
   S-2: I'm an auto mechanic.

"What can you do?"

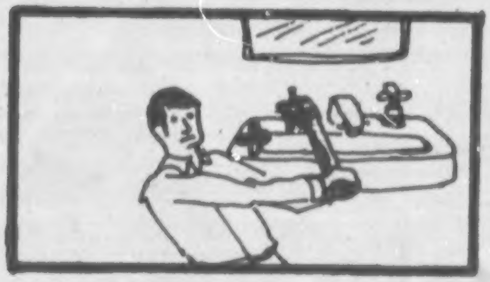


5. S-1: What can you do?
   S-2: I can fix the lights.

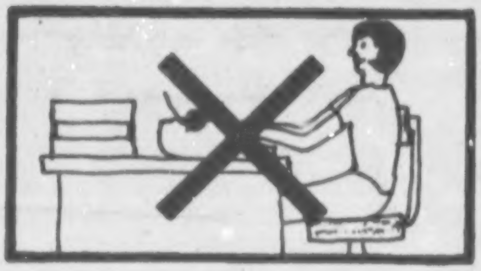


6. S-1: What can she do?
   S-2: She can sew dresses.

"Can he fix faucets?"



7. S-1: Can he fix faucets?
   S-2: Yes, he can.



8. S-1: Can she type?
   S-2: No, she can't.

CONTROLLED CONVERSATION

1. S-1: What's her occupation?	2. S-1: Does this sweater fit?
S-2: She's an artist.	S-2: No, it doesn't.
S-1: Can she sew?	S-1: What's the matter?
S-2: No, she can't.	S-2: It's too small.

- -

READING

A. Read the Review exercises on pages 5 and 6.

B. Read the Controlled Conversation on this page.

C. Read:

Tom's Car

Tom bought a used car last month. He bought two new tires last week. He washed and polished it yesterday. It's a good-looking car.

- -

WRITING

Write the questions or answers about the reading.

1. What did Tom buy last month?

____

2. ____

He bought two new tires.

3. Did he polish the car yesterday?

____

4. ____

Yes, it is.

LESSON THIRTY: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of past activities, occupations, clothing which fits and doesn't fit, and specific places of interest in the United States and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What did you do last weekend? (We visited friends.)	1 2 3 4 5	1 2 3 4 5
2. What's his occupation? (He's a plumber.)	1 2 3 4 5	1 2 3 4 5
3. Can she sew dresses? (Yes, she can.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask "yes-no" questions. (Did they go to New York?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (Yes, they did/No, they didn't.)	1 2 3 4 5	1 2 3 4 5
6. Have students ask "where" questions with "did." (Where did he go?)	1 2 3 4 5	1 2 3 4 5
7. Have students answer question #6. (He went to San Francisco.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets. In questions 1 and 2, circle the sound of the "ed" ending.

1. She sewed.
2. He watched.
3. She worked in an office.
4. They went to the racetrack.
5. We went to Washington, D.C.
6. This sweater is too small.
7. He played last night.
8. Can she paint pictures?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON THIRTY: STUDENT EVALUATION FORM

I. Oral Exercise

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

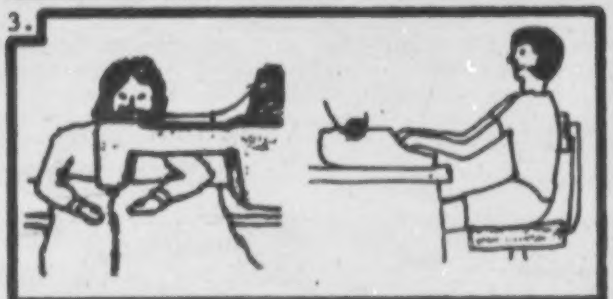
1.

-d -t

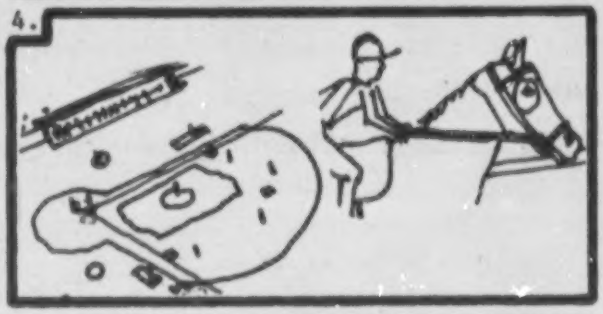
2.

-d -t

3.



4.



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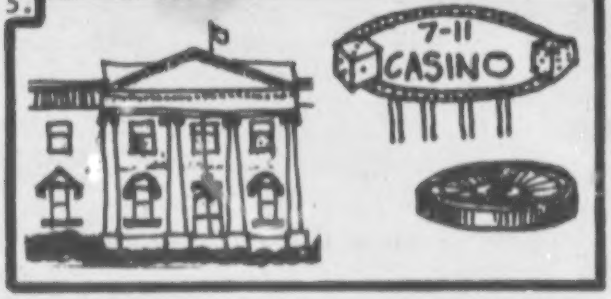
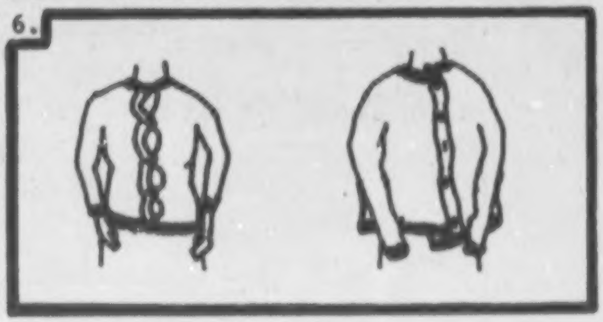


6.



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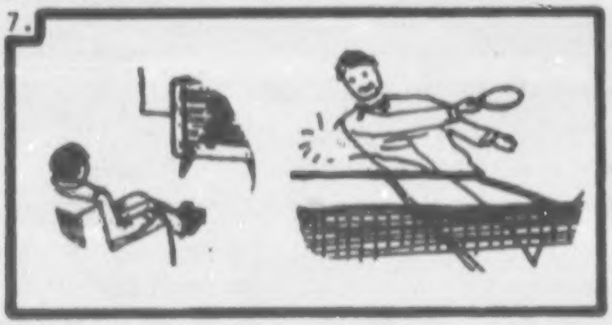

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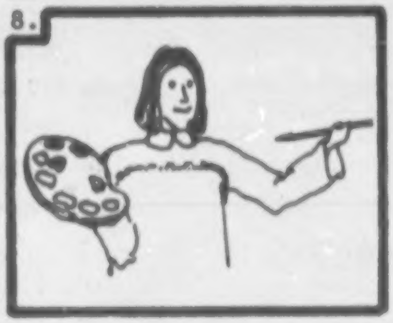


Yes, she can.

No, she can't.

IV. READING

Directions: Circle the correct answers.

1. They __________ the Grand Canyon last week.
   - visit
   - visits
   - visited

2. Can he fix faucets? Yes, he ________.
   - does
   - is
   - can

3. Did you see Yosemite? No, I __________.
   - can't
   - don't
   - didn't

4. What __________ you do yesterday?
   - do
   - was
   - did

IV. WRITING

Directions: Copy the correct words in the blanks.

Words to Copy

A. Dick's father is an ________________________ but he can _________________ cars, too. He ________________ in his garage all day yesterday.

repair
electrician
works
worked
mechanic

B. Dick's family _____________________ a station wagon last _________________. They ______________ to San Francisco and __________________ some friends. They also _________ the cable cars and the Golden Gate Bridge.

bought
day
week
visited
went
see
saw

LESSON THIRTY

第三十課

SECTION I: WE WENT TO SAN FRANCISCO

第一節：我們到舊金山去了

OBJECTIVE

In this section you will learn to talk about interesting places in the United States.

學習目標

在這一節裡，你們要學習談論美國有趣的地方。

THE DIALOGUE

對話

Sam:	Where did you go on your vacation?	你放假到那裡去了？
Jane:	We went to San Francisco.	我們到舊金山去了。
Sam:	What did you do there?	你在那兒做了些什麼？
Jane:	We saw the cable cars and the Golden Gate Bridge.	我們看見了電車和金門大橋。

SECTION II: WHEN DID YOU WASH YOUR CAR?

第二節：你什麼時候洗過你的汽車

OBJECTIVE

In this section you will review certain past activities, talking about occupations and types of cars, and about returning various items to the store for exchange.

學習目標

在這一節裡，你們要複習一些過去的活動，談論職業、各種汽車和退換貨品。

THE DIALOGUE		對話
Amy:	When did you wash your car? It looks nice.	你什麼時候洗過你的汽車？真好看。
Tom:	I washed and polished it yesterday.	我昨天洗了，(我也)打了臘。
Amy:	Are those new tires?	那些是新輪胎嗎？
Tom:	Yes, they are. I bought two new tires last week.	是的。我上星期買了兩個新輪胎。

- -

NOTES

In this lesson we learn about several interesting places in the United States. The White House is located in Washington, D.C., where the American president lives. Yosemite is one of the most beautiful national parks in California. The Grand Canyon is located in Arizona. It has very magnificent desert and canyon scenery. The famous gambling town, Las Vegas, is in Nevada. Niagara Falls is one of the world's most famous waterfalls. It is in New York.

應注意事項

在這一課裡，我們要學習幾個美國有名的地方。白宮在華盛頓，是美國總統住的地方。"幽山美地"是加州最美麗的國家公園之一。大峽谷在亞利桑那州，那裡有非常壯麗的沙漠風光。著名的賭城拉斯維加在內華達州。尼加拉大瀑布在紐約州。

Los Angeles Unified School District
Asian Project - ABE
AP-213173

LESSON THIRTY-ONE - LESSON GUIDE
SECTION I: How Was the Weather?
SECTION II: An Absence Note

LESSON THIRTY-ONE

OBJECTIVES

Listening Comprehension: Student will be able to identify words describing the weather.

Listening and Speaking: Student will be able to:

1. Talk about the weather, using words and expressions presented in the lesson.
2. Explain or discuss an absence because of illness.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write:

1. An absence note.
2. The sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	How was the weather yesterday?	It was sunny/cloudy.
	Where were you last week?	I was in the mountains/Arizona.
	Why was he absent from class yesterday?	He was absent because he was sick.
Review:	He had the flu.	
Fixed Expressions:	Please excuse my son, Joe Kim.	
	Can you come in tomorrow?	
	Take it easy.	

INSTRUCTIONAL AIDS

Drill pictures:

P224 - It was sunny
P225 - It was cloudy
P226 - It was windy
P227 - It was foggy
P228 - It was rainy

P229 - Dialogue (I was in the mountains)
P230 - Pronunciation: a rock and a lock
P231 - Facial diagram: /r/ and /l/
Also: P98 - 101, 103 - 108 - ailments
P218 - 223 - vacation places

Transparencies:	T116 - It was sunny, cloudy, windy,
foggy, rainy
T117 - Dialogue (I was in the mountains)
T118 - Pronunciation: /r/ - /l/
(rock - lock)

T119 - an absence note
Also: T41, 43 - ailments
T113 - vacation places

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. The use of "it" in referring to the weather in English is new to the Asians, and no parallel structure can be found in their languages.

English	It	was	cloudy	yesterday.	
Chinese	yesterday		cloudy.		
Japanese	yesterday+particle		cloudy		is+particle
Korean	yesterday+particle		cloudy		is+particle
Tagalog			Cloudy	yesterday.	
Spanish	Yesterday	was	cloudy.		

2. Assure the Asian students that the absence note introduced in this lesson is sufficient for the purpose. The note may seem too short and too direct for them, for they are used to writing more elaborate letters, profusely explaining their absence.

SECTION I: HOW WAS THE WEATHER?

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening

T shows P224-228 or T116 and identifies

- Cl listens

Repeating

T cues and models - Cl
Gr > repeats
St

Answering

T cues and asks - Cl
Gr > answers
St

T: How was the weather?

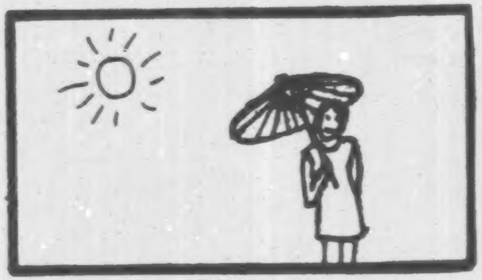
SECTION I: HOW WAS THE WEATHER?

OBJECTIVE

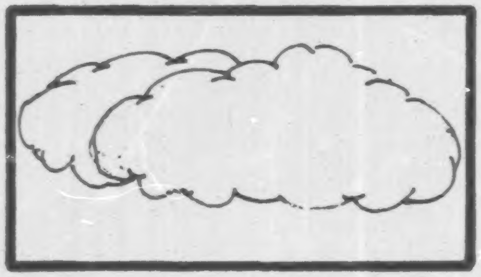
In this section you will learn to talk about the weather.

LISTENING COMPREHENSION

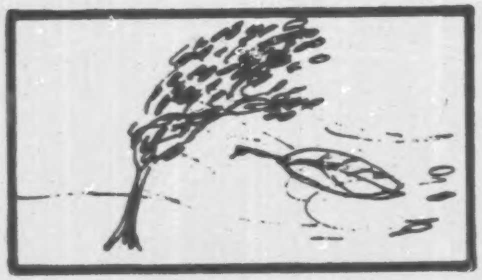
How was the weather?



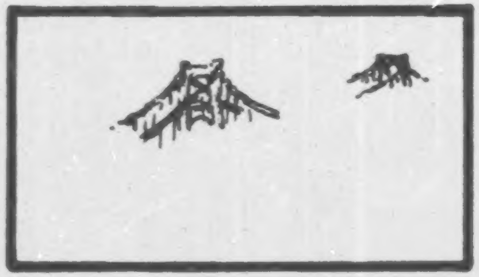
It was sunny.



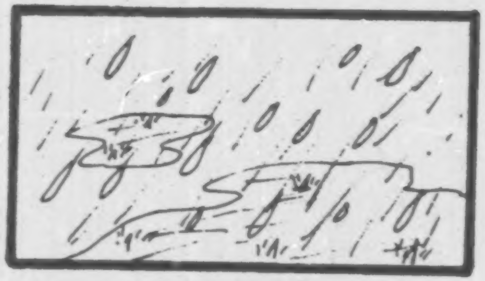
It was cloudy.



It was windy.



It was foggy.



It was rainy.

THE DIALOGUE

A. Show P229 or T117 and present the dialogue.

1. T models - Cl listens

2. T models - Cl
   Gr ⟩ repeats
   St

3. Take roles: T - Cl
   Gr - Gr
   St - St

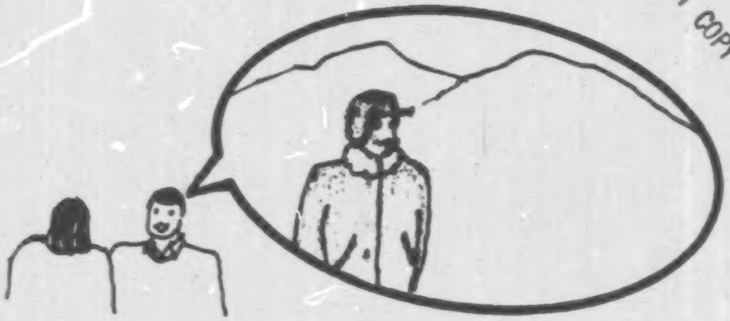
B. Show dialogue on board or overhead

1. T reads - Cl reads silently

2. T reads - Cl
   Gr ⟩ reads

3. Take roles reading

THE DIALOGUE



Amy: Where were you last week? Were you sick?

Sam: No, I wasn't. I was in the mountains.

Amy: How was the weather?

Sam: It was clear and beautiful.

PRACTICE

"I was in the mountains"

A. Substitution Drill

T cues: Cl
Gr ⟩ responds
St

OPTIONAL ACTIVITY

T: He was in Las Vegas.
San Francisco
(etc.)

B. Answer Drill

T cues and asks - Cl
Gr ⟩ answers
St

T: Where were you last week?

"Where were you last week?"

A. Substitution Drill

T cues: Cl
Gr ⟩ responds
St

PRACTICE

"I was in the mountains"

Substitution Drill

T: I was in the mountains last week.

	S: I was in the mountains last week.
He	He was in the mountains last week.
She	She was in the mountains last week.
We	We were in the mountains last week.
You	You were in the mountains last week.
They	They were in the mountains last week.

"Where were you last week?"

A. Substitution Drill

T: Where were you last week?

	S: Where were you last week?
he	Where was he last week?
Ann	Where was Ann last week?
they	Where were they last week?
Tom and Ann	Where were Tom and Ann last week?

B. Question and Answer Drill

(Use U.S. map or P218-223 or T113 for this drill.)

T gives picture and word cues:

T
Gr 〉asks - Cl
St Gr 〉answers
St

T: (Show Las Vegas picture or point to the map.)

you

"Yes, they were/No, they weren't"

A. Substitution Drills

1. T: Yes, they were.
I
(etc.)

2. T: No, they weren't.
he
(etc.)

B. Answer Drill

T cues and asks - Cl
Gr 〉answers
St

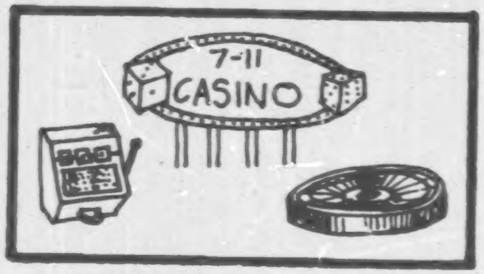
T: Were you in San Francisco last month?

"Was Tom in Arizona last week?"

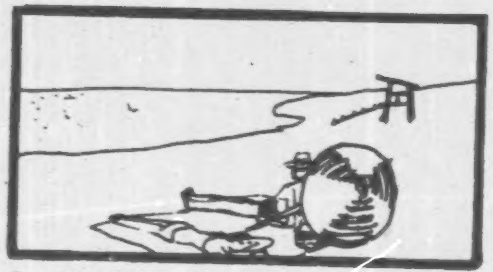
A. Substitution Drill

T: Was Tom in Arizona last week?
she
(etc.)

B. Question and Answer Drill



1. S-1: Where were you last week?
S-2: I was in Las Vegas.



2. S-1: Where was he last week?
S-2: He was at the beach.

* * *

3. S-1: Where was Ann last week?
S-2: She was in Washington, D.C.

4. S-1: Where were they last week?
S-2: They were in New York.

"Was Tom in Arizona last week?"

OPTIONAL ACTIVITY

T: Was Tom in New York last week?
Washington, D.C.
(etc.)

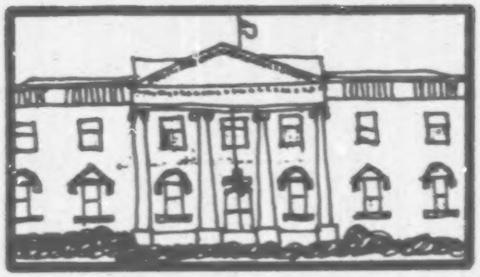
B. Question and Answer Drill

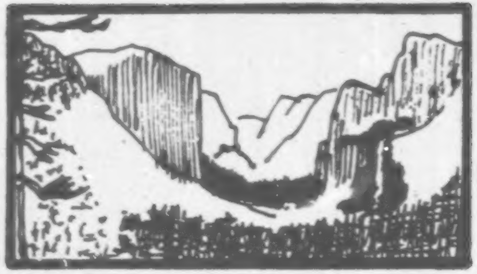
T gives picture (or map) and word cues:

T, Gr, St > asks - Cl, Gr, St > answers

OPTIONAL ACTIVITY

Have students ask each other questions using other locations: at the bank, at home, etc.





5. S-1: Was Tom in Washington, D.C. last month?
S-2: Yes, he was.

6. S-1: Were they at the beach last month?
S-2: No, they weren't.

* * *

7. S-1: Were you in the mountains last month?
S-2: Yes, I was.

8. S-1: Was she in California last week?
S-2: No, she wasn't.

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

MINI-DIALOGUES

1. S-1: Where were you last weekend?
S-2: I was in the mountains.
S-1: How was the weather?
S-2: It was windy and cold.

2. S-1: Where was she last weekend?
S-2: She was at the beach.
S-1: How was the weather?
S-2: It was sunny and hot.

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

E. Ask comprehension questions about the story.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

In the Mountains

The Kono family bought a new camper. They went to the mountains last week. They were there for three days.

The weather was beautiful. It was cold in the mornings and warm in the afternoons.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers.

1. What did the Kono family buy?

____

2. Where did they go last week?

____

3. Were they there for three days?

____

4. Was the weather beautiful?

____

5. ________________ in the mornings?

Yes, it was.

6. How was the weather in the afternoons?

____

SECTION II: AN ABSENCE NOTE

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. Show P230 or T118 and identify.
2. Call out the words at random and have the students hold up 1 or 2 fingers to indicate the initial /r/ and /1/ sounds.
3. Using the facial diagram P231 or T118, show the differences in the position of the tongue and the shape of the lips in pronouncing the two sounds.

   [NOTE: During the pronunciation of /1/ before vowels, the front of the tongue is spread out, touching the tooth ridge. The middle of the tongue is high.]

4. Have students pronounce the words as you hold up the two pictures.
5. Have students repeat the words and sentences.

SECTION II: AN ABSENCE NOTE

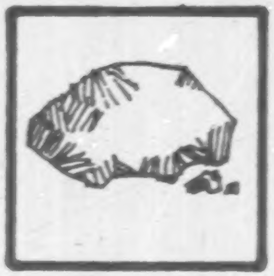
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

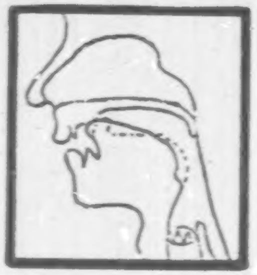
In this section you will:

1. Practice pronunciation.
2. Learn to write an absence note.

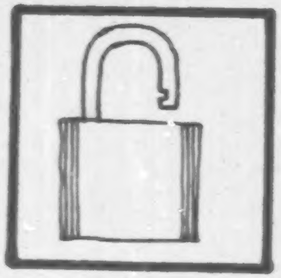
PRONUNCIATION



/r-/ rock



/r-/—— /1-/——



/1-/ lock

right	light
rake	lake
road	load
wrong	long
It's wrong	It's long

A READING LESSON

A. Show the letter on the board or transparency (T119) and set the scene.

B. Follow the usual procedure for presenting a reading lesson.

C. Ask comprehension questions about the note.

[NOTES: 1. Demonstrate and explain a "sore throat."

2. Point out the concept of "why."]

A READING LESSON

AN ABSENCE NOTE

February 14, 19__

Dear Miss Baker:

Please excuse my son, Joe Kim. He was absent yesterday because he had a sore throat.

Sincerely yours,

Mrs. Joanne Kim

PRACTICE

"He had a sore throat"

(Act out the ailments or cue with pictures P98-101, 103-108 or T41, 43.)

A. Substitution Drills

1. T: He had a sore throat.
I
(etc.)

2. T: I had a fever.
stomach ache
(etc.)

B. Answer Drill

T cues and asks - Cl
Gr > answers
St

T: Why was he absent?

PRACTICE

"Why was he absent?"

A. Substitution Drill

T cues: Cl
Gr > responds
St

B. Question and Answer Drill

T gives picture and word cues:

T
Gr > asks - Gr > answers
St
Cl
St

T: (Show "toothache" picture.)

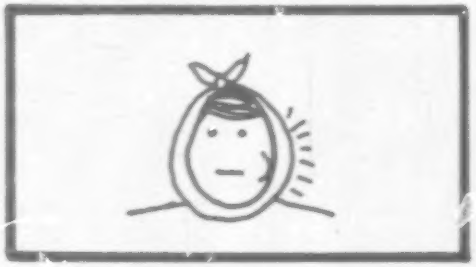
He

"Why was he absent?"

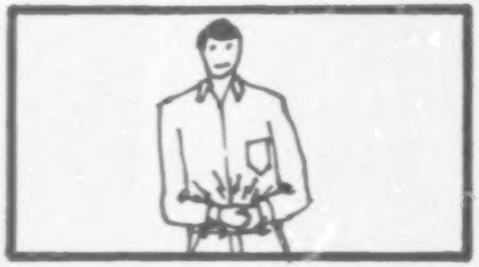
A. Substitution Drill

T:	S:
Why was he absent?	Why was he absent?
she	Why was she absent?
you	Why were you absent?
they	Why were they absent?

B. Question and Answer Drill



1. S-1: Why was he absent?
S-2: He had a toothache.



2. S-1: Why were you absent?
S-2: I had a stomach ache.

* * *

3. S-1: Why were they absent?
S-2: They had the flu.

4. S-1: Why was he absent?
S-2: He had a sore shoulder.

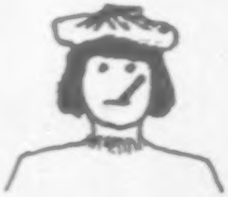
EXTENSION DIALOGUE

A. Set the scene for the dialogue.

B. Present the dialogue following the usual procedure.

C. Show the dialogue on the board for a reading lesson.

EXTENSION DIALOGUE



OPTIONAL ACTIVITY: Act as the employer, and have students call in to tell you why they cannot come to work.

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have students follow directions as noted in the student leaflet.

WRITING

Have students follow directions as noted in the student leaflet.

[NOTE: Call the students' attention to the form of the letter and the correct punctuation and capitalization.]

Maria Garcia had a bad cold yesterday. She talked to her employer at the beauty shop.

Maria: I'm sorry I can't go to work today.
I'm sick.
Rita: That's too bad. Can you come in
tomorrow?
Maria: I think so.
Rita: Take it easy.
Maria: Thank you.

READING

A. Read the Practice exercises on pages 5 and 6.

WRITING

Copy the absence note on page 5. Use the name of someone in your family and another ailment.

____

____

____

____

____

____

Los Angeles Unified School District
Asian Project - ABE
AP-213173

LESSON THIRTY-ONE - STUDENT LEAFLET
SECTION I: How Was the Weather?
SECTION II: An Absence Note

LESSON THIRTY-ONE

SECTION I: HOW WAS THE WEATHER?

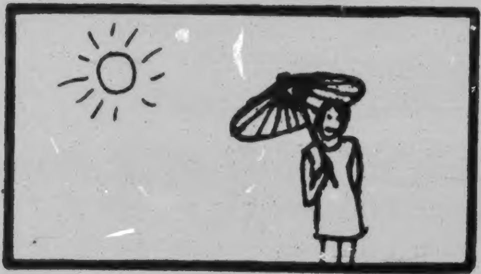
OBJECTIVE

In this section you will learn to talk about the weather.

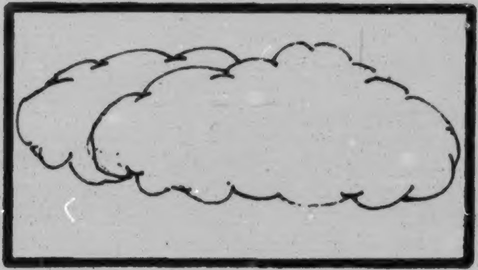
- -

LISTENING COMPREHENSION

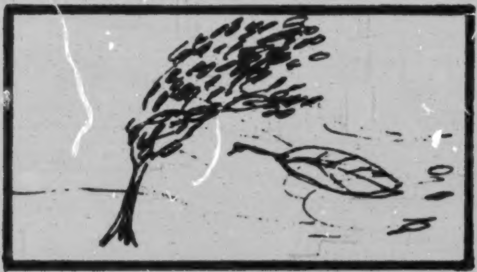
How was the weather?



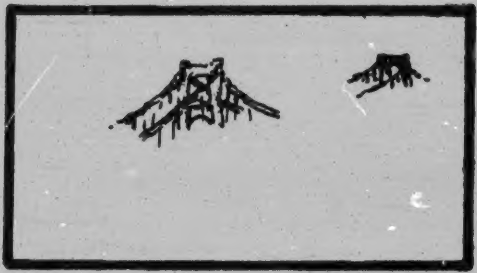
It was sunny.



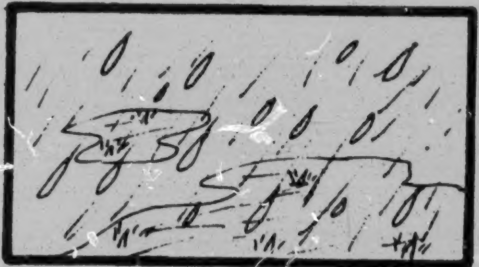
It was cloudy.



It was windy.



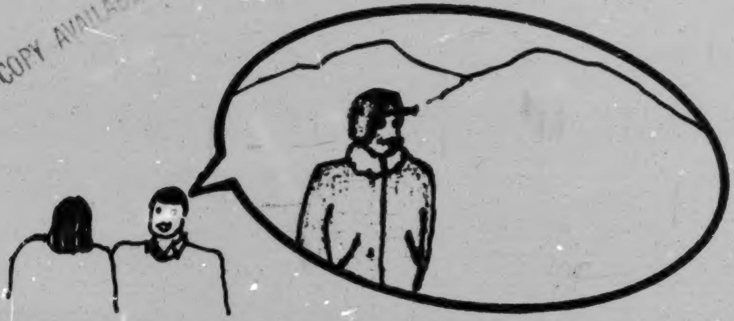
It was foggy.



It was rainy.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Amy: Where were you last week? Were you sick?

Sam: No, I wasn't. I was in the mountains.

Amy: How was the weather?

Sam: It was clear and beautiful.

PRACTICE

"I was in the mountains"

Substitution Drill

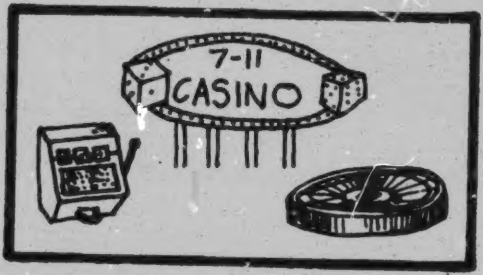
T:	S:
I was in the mountains last week.	I was in the mountains last week.
He	He was in the mountains last week.
She	She was in the mountains last week.
We	We were in the mountains last week.
You	You were in the mountains last week.
They	They were in the mountains last week.

"Where were you last week?"

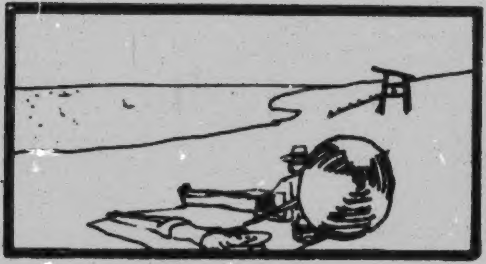
A. Substitution Drill

T:	S:
Where were you last week?	Where were you last week?
he	Where was he last week?
Ann	Where was Ann last week?
they	Where were they last week?
Tom and Ann	Where were Tom and Ann last week?

B. Question and Answer Drill



1. S-1: Where were you last week?
   S-2: I was in Las Vegas.



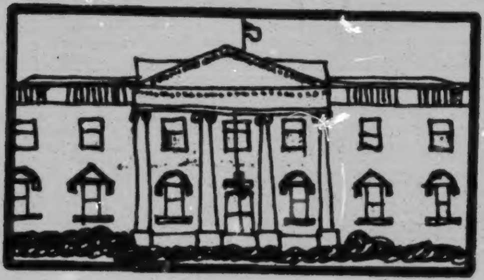
2. S-1: Where was he last week?
   S-2: He was at the beach.

*　　*　　*

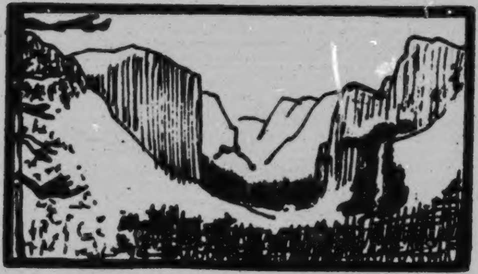
3. S-1: Where was Ann last week?
   S-2: She was in Washington, D.C.

4. S-1: Where were they last week?
   S-2: They were in New York.

"Was Tom in Arizona last week?"



5. S-1: Was Tom in Washington, D.C. last month?
   S-2: Yes, he was.



6. S-1: Were they at the beach last month?
   S-2: No, they weren't.

*　　*　　*

7. S-1: Were you in the mountains last month?
   S-2: Yes, I was.

8. S-1: Was she in California last week?
   S-2: No, she wasn't.

MINI-DIALOGUES

1. S-1: Where were you last weekend?
   S-2: I was in the mountains.
   S-1: How was the weather?
   S-2: It was windy and cold.

2. S-1: Where was she last weekend?
   S-2: She was at the beach.
   S-1: How was the weather?
   S-2: It was sunny and hot.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

D. Read:

In the Mountains

The Kono family bought a new camper. They went to the mountains last week. They were there for three days.

The weather was beautiful. It was cold in the mornings and warm in the afternoons.

- -

WRITING

Write the questions or answers.

1. What did the Kono family buy?

____

2. Where did they go last week?

____

3. Were they there for three days?

____

4. Was the weather beautiful?

____

5. ____ in the mornings?

Yes, it was.

6. How was the weather in the afternoons?

____

- -

SECTION II: AN ABSENCE NOTE

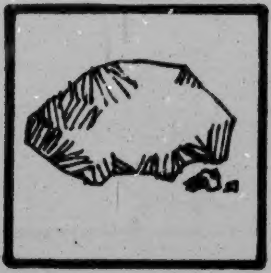
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

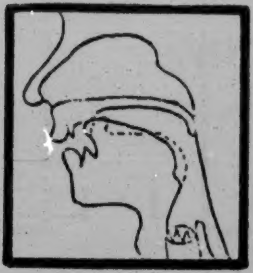
In this section you will:

1. Practice pronunciation.
2. Learn to write an absence note.

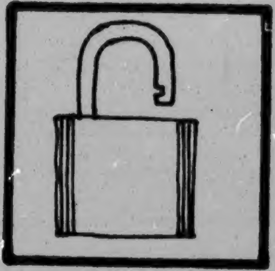
PRONUNCIATION



/r-/ rock



/r-/--- /l-/___



/l/ lock

right	light
rake	lake
road	load
wrong	long
It's wrong.	It's long.

A READING LESSON

AN ABSENCE NOTE

February 14, 19__

Dear Miss Baker:

Please excuse my son, Joe Kim. He was absent yesterday because he had a bad cold.

Sincerely yours,

Mrs. Joanne Kim

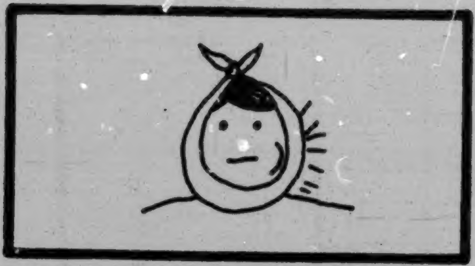
PRACTICE

"Why was he absent?"

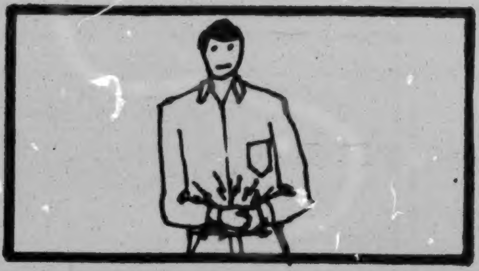
A. Substitution Drill

T:	S:
Why was he absent?	Why was he absent?
she	Why was she absent?
you	Why were you absent?
they	Why were they absent?

B. Question and Answer Drill



1. S-1: Why was he absent?
   S-2: He had a toothache.



2. S-1: Why were you absent?
   S-2: I had a stomach ache.

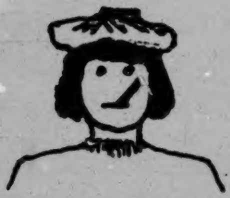
* * *

3. S-1: Why were they absent?
   S-2: They had the flu.

4. S-1: Why was he absent?
   S-2: He had a sore shoulder.

EXTENSION DIALOGUE

Maria Garcia had a bad cold yesterday.
She talked to her employer at the beauty shop.



Maria: I'm sorry. I can't go to work today.
I'm sick.

Rita: That's too bad. Can you come in tomorrow?

Maria: I think so.

Rita: Take it easy.

Maria: Thank you.

READING

Read the Practice exercises on pages 5 and 6.

WRITING

Copy the absence note on page 5.
Use the name of someone in your family
and another ailment.

Los Angeles Unified School District
Asian Project - ABE AP-283173

LESSON 31: LESSON GUIDE
EVALUATION FORM

LESSON THIRTY-ONE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with maps and pictures of interesting places in the U.S. and drill pictures of weather and common ailments. Elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask question, (How was the weather yesterday?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1, (It was sunny/cloudy.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask "yes-no" question. (Were you in the mountains last week?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, I was/No, I wasn't.)	1 2 3 4 5	1 2 3 4 5
5. Where were you last Sunday? (I was at the beach.)	1 2 3 4 5	1 2 3 4 5
6. Why were you absent? (I had a bad cold.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. It was cloudy.
2. It was windy.
3. He went to the mountains.
4. It's a lock.
5. He was absent because he had a stomach ache.
6. She was absent because she had a headache.

III. READING
IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

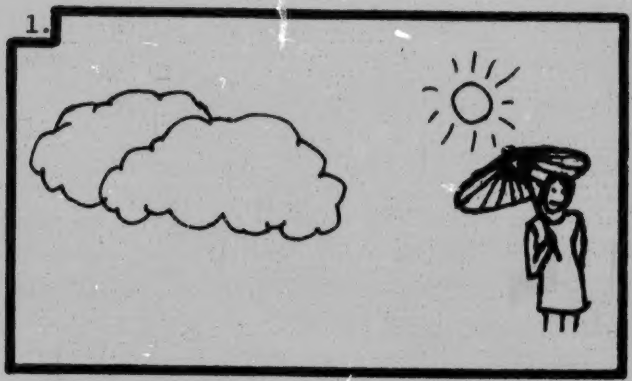
LESSON THIRTY-ONE: STUDENT EVALUATION FORM

I. Oral Exercises

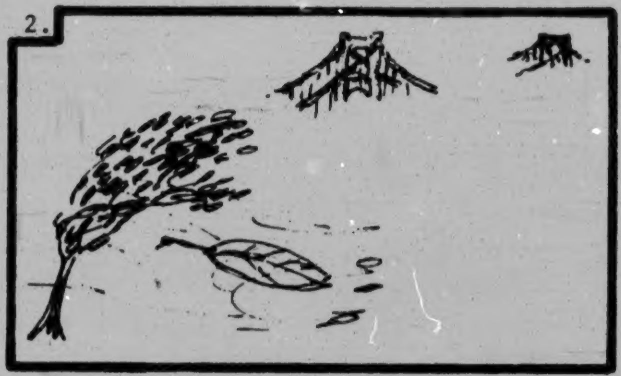
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

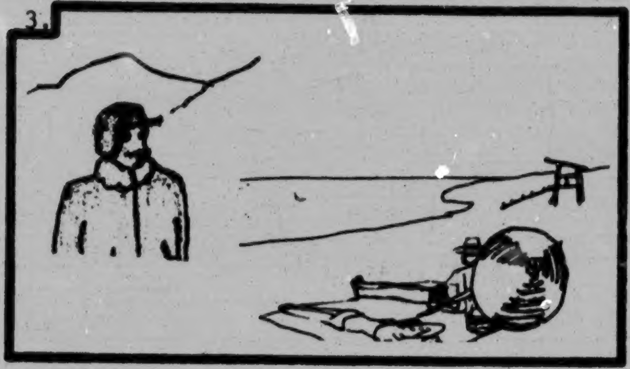
1.



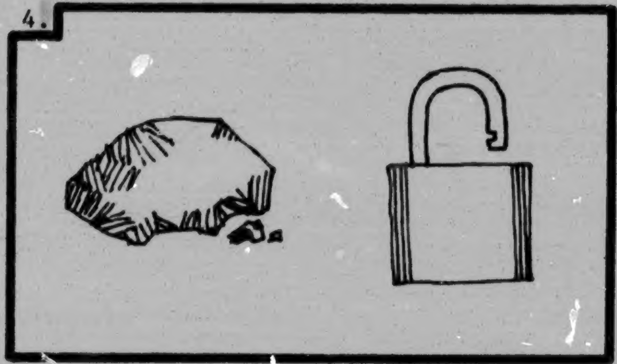
2.



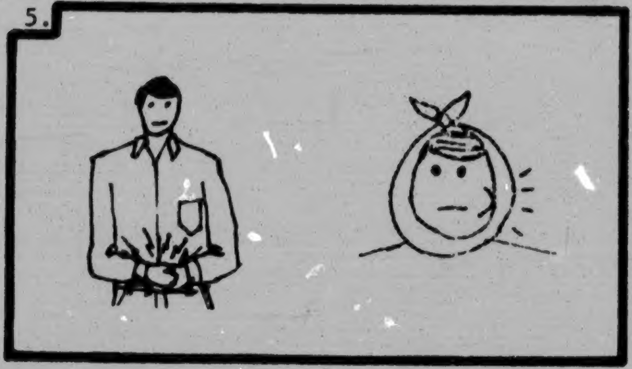
3.



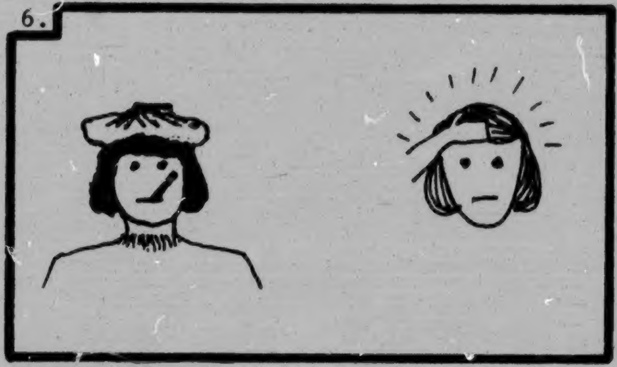
4.



5.



6.



III. READING

Directions: Circle the correct answers.

1. How ___________ the weather last week?

   were

   was

   is

2. ___________ you at the beach last Sunday?

   Were

   Was

   Are

3. They were _________ the beach.

   in

   at

   to

4. He was there __________ two days.

   from

   at

   for

5. He was absent _____________ he was sick.

   from

   because

   where

6. She _________ a fever yesterday.

   has

   have

   had

- -

IV. WRITING

Directions: Choose the correct words for the blanks.

The Kono family _______________ to Arizona last _______________________. They were there for two _____________. The weather was _______________________. Mr. Kono _______________________ golf.

day

weeks

month

saw

played

went

go

sunny

LESSON THIRTY-ONE	第三十一課
SECTION I: HOW WAS THE WEATHER?	第一節：天氣怎麼樣？
OBJECTIVE	學習目標
In this section you will learn to talk about the weather.	在這一節裡，你們要學習談論天氣。

THE DIALOGUE	對話
Amy: Where were you last week? Were you sick?	你上礼拜在那裡？是病了嗎？
Sam: No, I wasn't. I was in the mountains.	不是。我到山上去了？
Amy: How was the weather?	(那裡的)天氣怎麼樣？
Sam: It was clear and beautiful.	很清爽。

SECTION II: AN ABSENCE NOTE	第二節：請假信
OBJECTIVES	學習目標
In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to write an absence note.	二、學習寫請假信。

A READING LESSON

閱讀課文

An Absence Note

請假信

February 14, 19___

二月十四日，一九__年

Dear Miss Baker:

Please excuse my son, Joe Kim. He was absent yesterday because he had a bad cold.

Sincerely yours,

Mrs. Joanne Kim

親愛的 Baker 小姐：

請原諒我兒子 Joe Kim，他昨天感冒了所以缺席一天。

你忠誠的

Joanne Kim

- -

NOTES

應注意事項

1. Learn the usage of "it" referring to the weather as taught in this lesson.

一、代名詞"it"可以代表天氣。中文無此用法。請留心學習這一句型。

2. The absence notes introduced in this lesson are sufficient for the purpose. No further explanation is generally required by schools. Note the format of the note.

二、本課內所介紹的請假信，方式是很普遍的。在美國寫請假信不用太長，像本課所介紹的已足夠。請注意英文請假信的程式。

3. Learn the following useful expressions used in this lesson:

三、請留心學習下列的成語在本課中的用法：

I think so.　我想大概可以。

Take it easy.　不要太忙了。

Los Angeles Unified School District
Asian Project - ABE
AP-213223

LESSON THIRTY-TWO - LESSON GUIDE
SECTION I: A Surprise Party
SECTION II: At the Barber Shop

LESSON THIRTY-TWO

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify names of some gift items.
2. Identify types of facial hair worn by men.

Listening and Speaking: Student will be able to:

1. Ask and answer questions about the lesson items.
2. Talk about birthday parties and birthday presents.
3. Tell the barber or hairdresser what he/she wants done.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What did they give Jane/her?	They gave her a party.	
		Trim my beard.	
Review:	When was her birthday?	It was last week.	
	Do you want a shave?	Yes, I do/No, I don't.	No, thanks.
	Give me a haircut, please.		
Fixed Expression:	What can I do for you today?		

INSTRUCTIONAL AIDS

Drill pictures:	P232 - a jewelry box	P238 - Reading (A Surprise Party)
	P233 - a sewing box	P239 - a moustache and a goatee
	P234 - a record album	P240 - a beard and sideburns
	P235 - a photo album	P241 - Dialogue (Give me a haircut, please)
	P236 - a pen and pencil set	Also: P75 - Dialogue (I want a shampoo) (at the beauty shop)
	P237 - a chess set	
Transparencies:	T120 - a jewelry box, a sewing box, a photo album, a record album, a pen and pencil set, and a chess set	
	T121 - Reading (A Surprise Party)	
	T122 - a moustache, a goatee, a beard, and sideburns	
	T123 - Dialogue (Give me a haircut, please)	
	T124 - Dialogue (I want a shampoo)	
Student handouts:	Student leaflet Student evaluation form	
Lesson Guide:	Evaluation form	

- -

CULTURAL AND STRUCTURAL NOTES

1. In Asia, it is the person having a birthday who gives a party and not his friends. Therefore, a surprise birthday party is culturally new to the Asians. (It can really surprise them!)

2. Asians have a tendency to give comparatively expensive gifts (often beyond their means). Reassure your students that it is not being disrespectful to give modest gifts.

3. It is considered impolite in the Asian countries to open gifts in the presence of the donors (one of the reasons being that the receiver does not want to risk embarrassing the giver, should the gift be less than grand). Inform the Asian student of the reverse custom in this country--that it would be impolite not to open the gift and admire its contents.

4.

English	Give	me	a haircut	please.	
Chinese	please		cut	my hair.	
Japanese	haircut+objective particle			please	do-give
Korean	haircut+objective particle			please	do-give
Tagalog	please		cut	me.	
Spanish	please		cut	my hair.	

SECTION I: A SURPRISE PARTY

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from Lesson 31.

B. Items for review:

1. Have students talk about the weather, using "how" and "yes-no" questions.

2. Have students ask about or explain an absence using "why."

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows P232-237 or T120 and identifies

- Cl listens

B. T cues and asks "yes-no" questions

- Cl
  Gr
  St answers

T: Did she get a jewelry box?

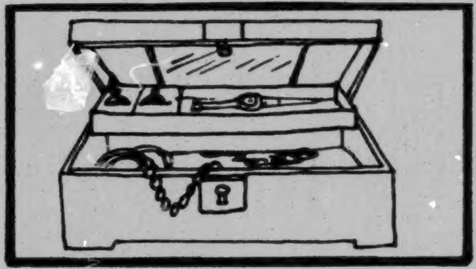
SECTION I: A SURPRISE PARTY

OBJECTIVE

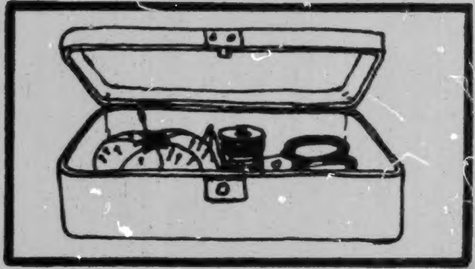
In this section you will learn to talk about birthday parties and birthday presents.

LISTENING COMPREHENSION

Jane received many presents for her birthday.



She got a jewelry box.



She got a sewing box.

Repeating

T cues and models - Cl
Gr > repeats
St

Answering

T cues and asks - Cl
Gr > answers
St

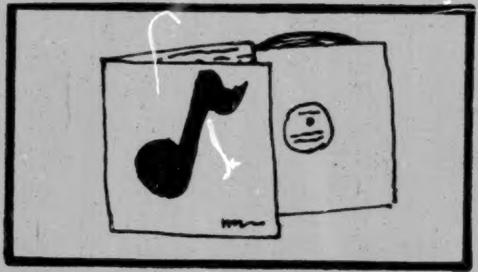
T: What did she get?

A READING LESSON

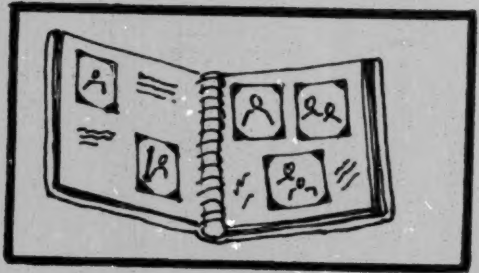
A. Show P238 or T121 and follow the usual procedure for presenting a reading lesson.

B. Ask comprehension questions about the story.

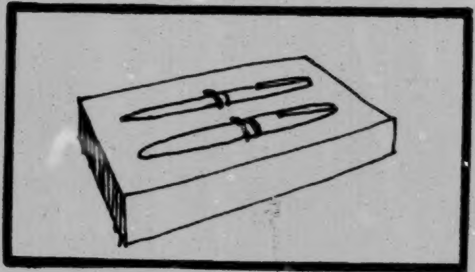
[NOTE: Explain concepts of a "surprise" party and "gag" or novelty gifts.]



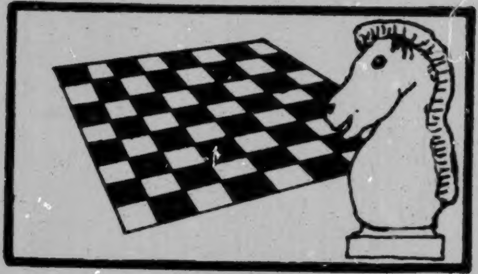
She got a record album.



She got a photo album.

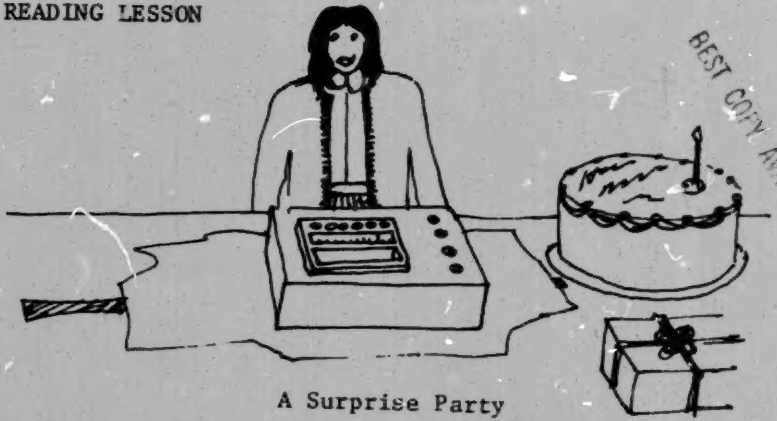


She got a pen and pencil set.



She got a chess set.

A READING LESSON



A Surprise Party

Yesterday was Jane Kono's birthday. Amy Jones gave her a birthday party. It was a surprise party.

Everyone danced and had refreshments. Then Jane opened her presents. Her friends gave her a radio. They also gave her "gag" gifts.

- -

PRACTICE

"They gave her a present"

A. Repetition Drill

T models sentences using the object pronouns

- Cl
  Gr 〉repeats
  St

T: They gave her a photo album.
They gave him a photo album.
(etc.)

[NOTE: Explain and show on the board the object pronouns and their relationship to the nominative pronouns (I, he, she, etc.) It is not necessary to use grammatical terminology.]

B. Substitution Drill

T models and cues: Cl
Gr 〉responds
St

PRACTICE

"They gave her a present"

Substitution Drill

T: They gave her a present.	S: They gave her a present.
me	They gave me a present.
us	They gave us a present.
them	They gave them a present.
him	They gave him a present.
you	They gave you a present.

"What did he give her?"

A. Substitution Drill

T models and cues: Cl / Gr / St > responds

B. Question and Answer Drill

T gives picture and word cues:

T / Gr / St > asks - Cl / Gr / St > answers

T: (Show a sewing box.)

her

OPTIONAL ACTIVITIES

1. Substitution Drill

   T. When was her birthday?
   Tom's
   (etc.)

2. Question and Answer Drill

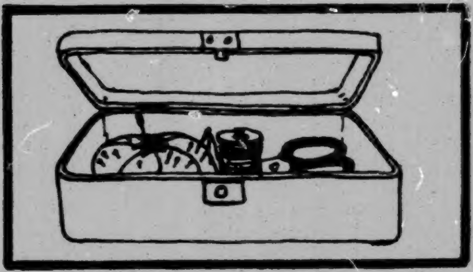
   S-1: When was her birthday?
   S-2: It was last week.

"What did he give her?"

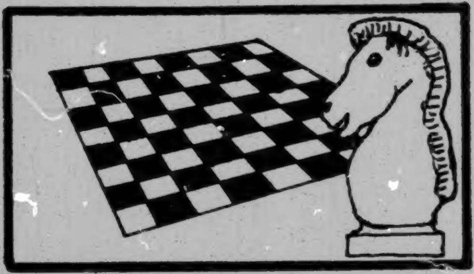
A. Substitution Drill

T:	S:
What did he give her?	What did he give her?
him	What did he give him?
you	What did he give you?
them	What did he give them?
us	What did he give us?
me	What did he give me?

B. Question and Answer Drill



1. S-1: What did he give her?
   S-2: He gave her a sewing box.



2. S-1: What did he give him?
   S-2: He gave him a chess set.

* * *

3. S-1: What did he give you?
   S-2: He gave me a photo album.

4. S-1: What did he give us?
   S-2: He gave us a record album.

CONTROLLED CONVERSATION

Set the pattern and have students ask each other questions about birthdays and birthday presents.

T ↘
St → asks - St answers

CONTROLLED CONVERSATION

Ask each other questions about birthdays of your family or friends.

S-1: When was your brother's birthday?
S-2: It was ________________
S-1: What did you give him?
S-2: I gave him ____________

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read:

Jim: That's a good-looking pen and pencil set.
Roy: Thank you. It's a birthday present.
Jim: When was your birthday?
Roy: It was yesterday.
Jim: Happy birthday!

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading lesson on page 3.

1. When was Jane Kono's birthday?

____

2. Did Amy Jones give her a birthday party?

____

3. Was it a surprise party?

____

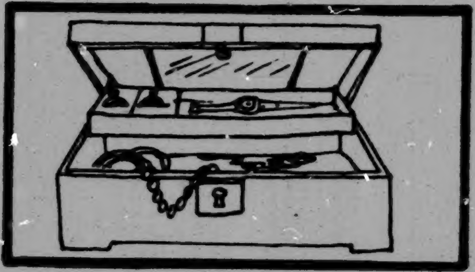
4. What did everyone do?

____

5. ______________________________

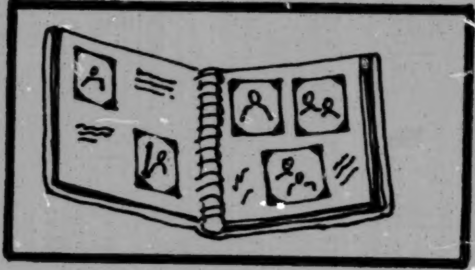
They gave her a radio.

B. Write the question or answer.



1. What did he give her on her birthday?

2. ______________________________



2. ______________________________

____

She gave him a photo album.

SECTION II: AT THE BARBER SHOP

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: AT THE BARBER SHOP

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to explain the kind of service you want in a barber shop or a beauty shop.

PRONUNCIATION

1. Pronounce "ear" (point to your ear) and "ill" (act ill).

2. Write /r/ and /l/ on the board and have students point to one or the other as you pronounce the words.

3. Using your tongue and/or hands show the difference in the pronunciation of the two sounds.

4. Have the students repeat the words and sentences.

THE DIALOGUE

Preliminary Activity

A. T shows P239-240 or T122 and identifies

- Cl listens

B. T cues and asks "yes-no" questions

- Cl / Gr / St > answers

C. T cues and models - Cl / Gr / St > repeats

D. T cues and asks - Cl / Gr / St > answers

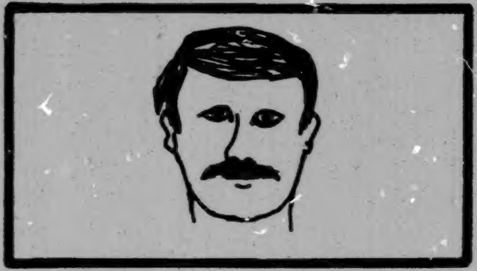
T: What does he have?

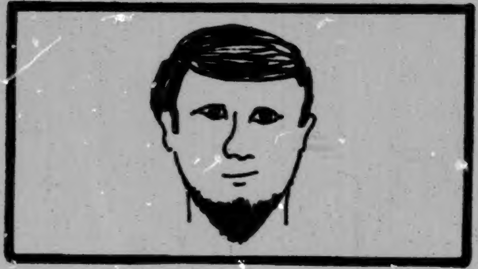
PRONUNCIATION

/-r/ ear	/-l/ ill
a war	a wall
a tour	a tool
a pair	a pail
beer	bill
Where's the beer?	Where's the bill?

THE DIALOGUE

Preliminary Activity


He has a moustache.

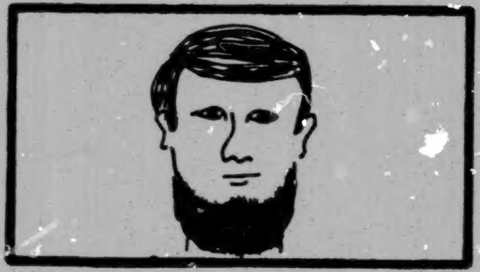

He has a goatee.

Presenting the Dialogue

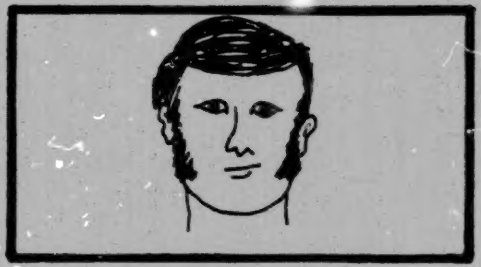
A. Show P241 or T123 and set the scene.

B. Follow the usual procedure for presenting a dialogue.

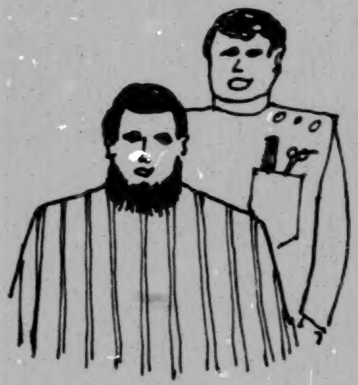
C. Show dialogue on board or overhead for the reading lesson.



He has a beard.



He has sideburns.



Barber:	What can I do for you today?
Tom:	Give me a haircut, please.
Barber:	Do you want a shave?
Tom:	No, thanks. But trim my beard, please.

PRACTICE

"Give me a haircut, please"

A. Substitution Drill

T. Give me a haircut, please.
trim
shave
shampoo

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: What can I do for you?

"What can I do for you?"

A. Repetition Drill

T: What can I do for you?

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

OPTIONAL ACTIVITIES

1. Substitution Drill

T: I want a haircut.
shampoo
(etc.)

2. Answer Drill

T cues and asks - Cl / Gr / St > answers

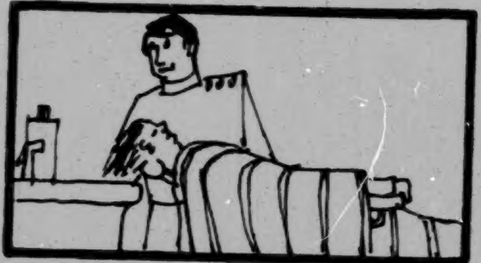
T: What do you want?

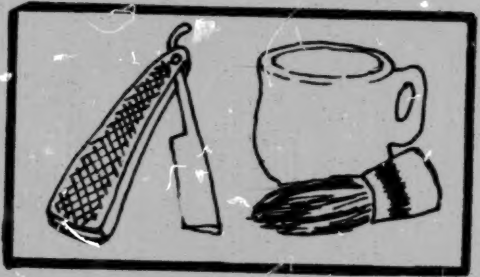
"Do you want a shave?"

A. Substitution Drill

T: Do you want a shave?
haircut
(etc.)

"What can I do for you?"





1. S-1: What can I do for you?
S-2: Give me a shampoo, please.

2. S-1: What can I do for you?
S-2: Give me a shave, please.

* * *

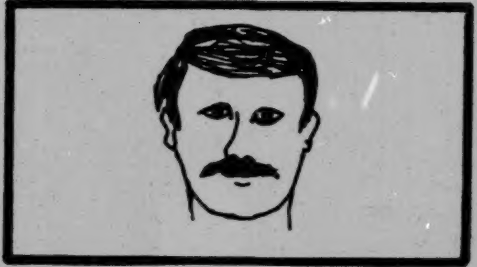
3. S-1: What can I do for you?
S-2: Give me a haircut, please.

4. S-1: What can I do for you?
S-2: Give me a trim, please.

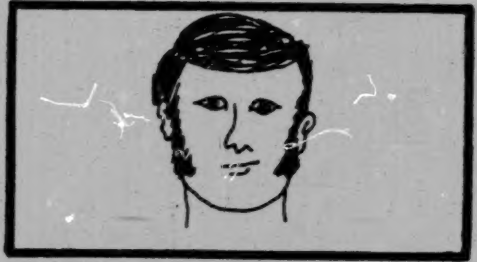
"Do you want a shave?"

B. Question and Answer Drill

T cues: $\left.\begin{array}{c}\text{T}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ asks - $\left.\begin{array}{c}\text{Cl}\\ \text{Gr}\\ \text{St}\end{array}\right\rangle$ answers



1. S-1: Do you want a shave?
S-2: No, thanks. But trim my moustache, please.



2. S-1: Do you want a shave?
S-2: No, thanks. But trim my sideburns, please.

EXTENSION DIALOGUE

A. Show P75 or T124 and set the scene.

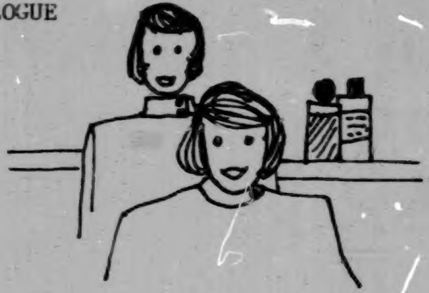
B. Follow the usual procedure for presenting a dialogue.

C. Show dialogue on board or overhead for reading.

[NOTE: Demonstrate and explain to help students develop some useful vocabulary for the beauty shop:

set
shampoo
manicure
tint
haircut
permanent]

EXTENSION DIALOGUE



Maria: May I help you?

Kay: Yes, I want a shampoo and set, please.

Maria: All right. Do you want a manicure today?

Kay: No, thank you.

PRACTICE

"I want a set"

A. Substitution Drill

T gives verbal cue - Cl / Gr / St ⟩ responds

B. Question and Answer Drill

T gives verbal cue:

T / Gr / St ⟩ asks - Cl / Gr / St ⟩ answers

OPTIONAL ACTIVITY

Have students ask each other "yes-no" questions:

S-1: Do you want a tint today?
S-2: No, thank you.

- -

READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

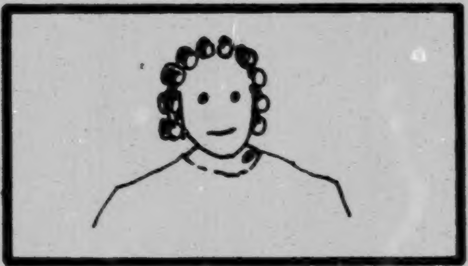
PRACTICE

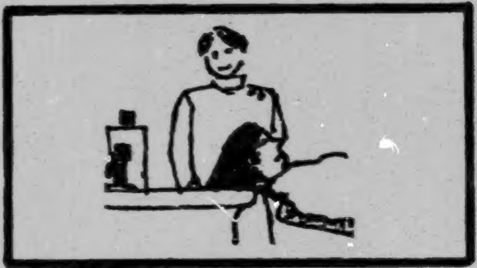
"I want a set"

A. Substitution Drill

T:	S:
I want a set.	I want a set.
shampoo	I want a shampoo.
permanent	I want a permanent.
haircut	I want a haircut.
tint	I want a tint.
manicure	I want a manicure.
trim	I want a trim.

B. Question and Answer Drill





1. S-1: May I help you?
   S-2: Yes, I want a set, please.

2. S-1: May I help you?
   S-2: Yes, I want a shampoo, please.

* * *

3. S-1: May I help you?
   S-2: Yes, I want a manicure, please.

4. S-1: May I help you?
   S-2: Yes, I want a tint, please.

- -

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on page 6.

C. Read the Practice exercises on pages 7 and 8.

D. Follow the usual procedure for practicing reading.

WRITING

Have students follow directions as noted in the student leaflet.

D. Read:

A Shave and a Haircut

Bill went to the barber shop last Friday.
The barber gave him a shave and a haircut.
He trimmed his moustache, too.

WRITING

Write the questions or answers about the story.

1. Where did Bill go last Friday?

   ________ ______________________

2. Did the barber give him a shampoo?

   ________________ ______________

3. What did he give him?

   ____

4. ______________________________

   Yes, he did.

Los Angeles Unified School District
Asian Project - ABE
AP-203273

LESSON THIRTY-TWO - STUDENT LEAFLET
SECTION I: A Surprise Party
SECTION II: At the Barber Shop

LESSON THIRTY-TWO

SECTION I: A SURPRISE PARTY

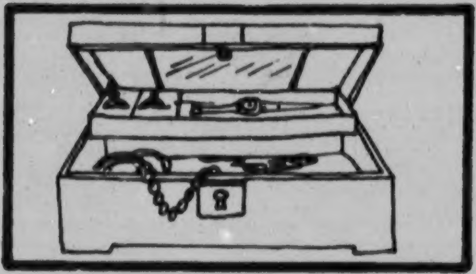
OBJECTIVE

In this section you will learn to talk about birthday parties and birthday presents.

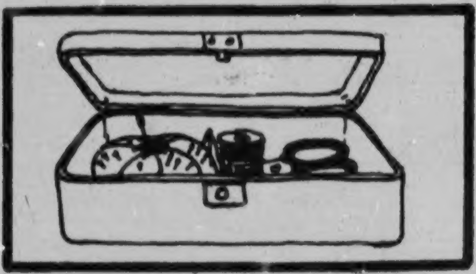
- -

LISTENING COMPREHENSION

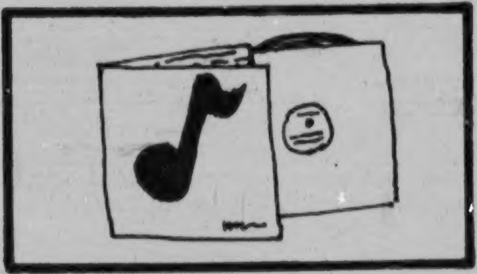
Jane received many presents for her birthday.



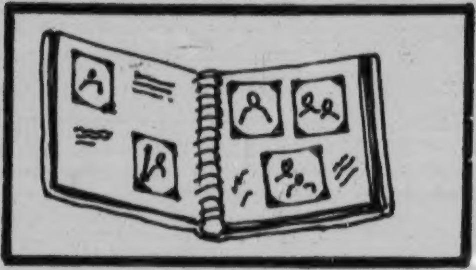
She got a jewelry box.



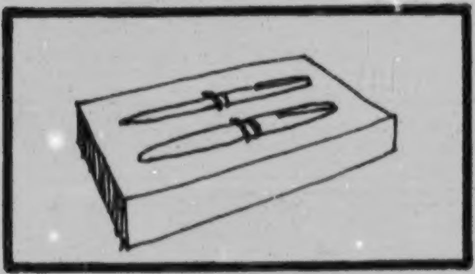
She got a sewing box.



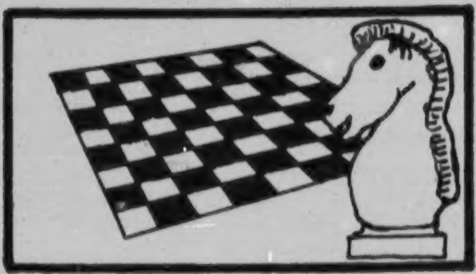
She got a record album.



She got a photo album.



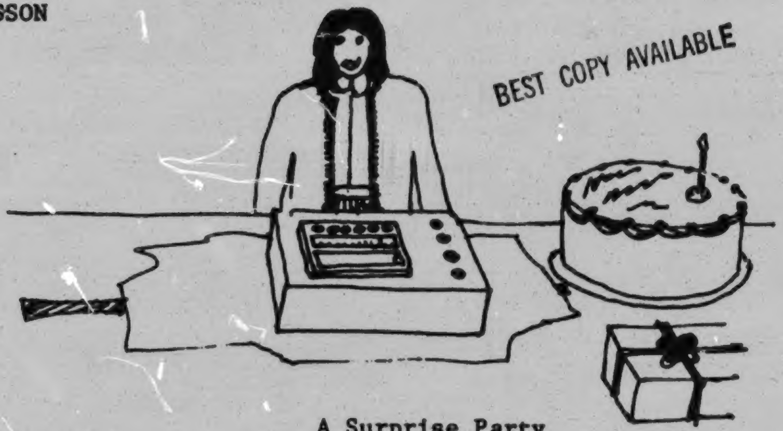
She got a pen and pencil set.



She got a chess set.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

A READING LESSON



A Surprise Party

Yesterday was Jane Kono's birthday. Amy Jones gave her a birthday party. It was a surprise party.

Everyone danced and had refreshments. Then Jane opened her presents. Her friends gave her a radio. They also have her "gag" gifts.

- -

PRACTICE

"They gave her a present"

Substitution Drill

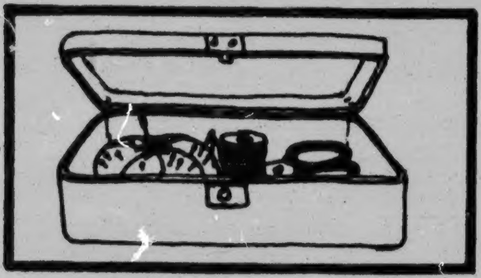
T: They gave her a present.	S: They gave her a present.
me	They gave me a present.
us	They gave us a present.
them	They gave them a present.
him	They gave him a present.
you	They gave you a present.

"What did he give her?"

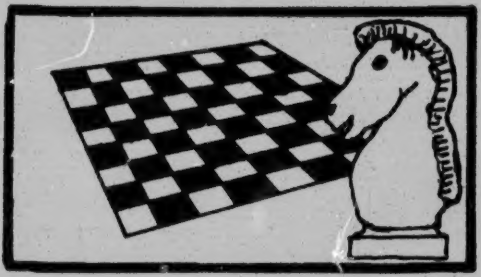
A. Substitution Drill

T: What did he give her?	S: What did he give her?
him	What did he give him?
you	What did he give you?
them	What did he give them?
us	What did he give us?
me	What did he give me?

B. Question and Answer Drill



1. S-1: What did he give her?
   S-2: He gave her a sewing box.



2. S-1: What did he give him?
   S-2: He gave him a chess set.

* * *

3. S-1: What did he give you?
   S-2: He gave me a photo album.

4. S-1: What did he give us?
   S-2: He gave us a record album.

CONTROLLED CONVERSATION

Ask each other questions about birthdays of your family or friends.

S-1: When was your brother's birthday?

S-2: It was ____________________

S-1: What did you give him?

S-2: I gave him ________________

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on this page.

D. Read:

Jim: That's a good-looking pen and pencil set.

Roy: Thank you. It's a birthday present.

Jim: When was your birthday?

Roy: It was yesterday.

Jim: Happy birthday!

WRITING

A. Write the questions or answers about the reading lesson on page 3.

1. When was Jane Kono's birthday?

   ____

2. Did Amy Jones give her a birthday party?

   ____

3. Was it a surprise party?

   ____

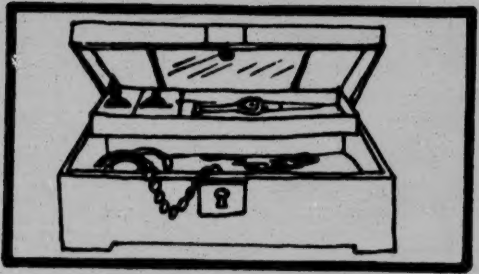
4. What did everyone do?

   ____

5. ______________________________

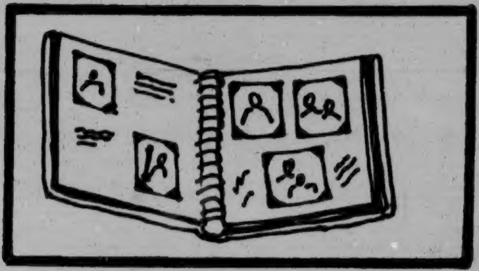
   They gave her a radio.

B. Write the question or answer.



1. What did he give her on her birthday?

   ____



2. ______________________________

   ____

   She gave him a photo album.

SECTION II: AT THE BARBER SHOP

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

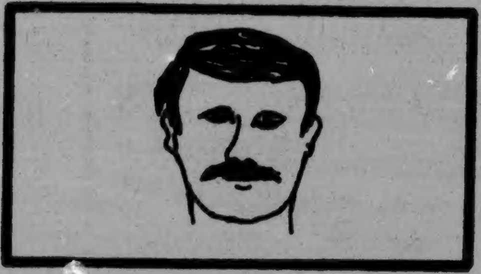
1. Practice pronunciation.
2. Learn to explain the kind of service you want in a barber shop or a beauty shop.

PRONUNCIATION

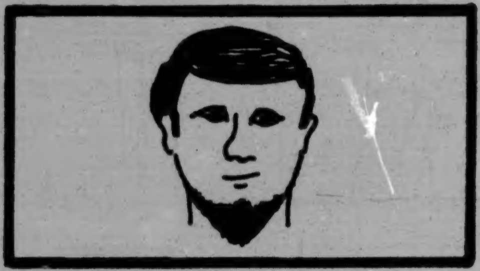
/-r/ ear	/-l/ ill
a war	a wall
a tour	a tool
a pair	a pail
beer	bill
Where's the beer?	Where's the bill?

THE DIALOGUE

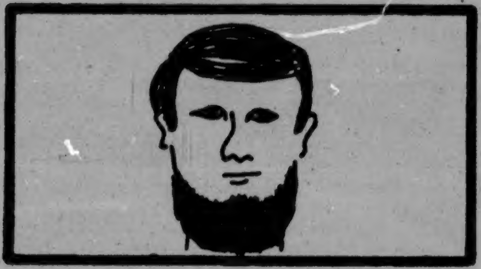
Preliminary Activity



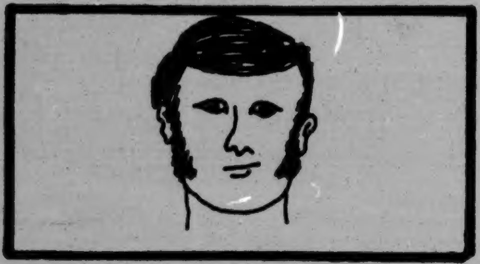
He has a moustache.



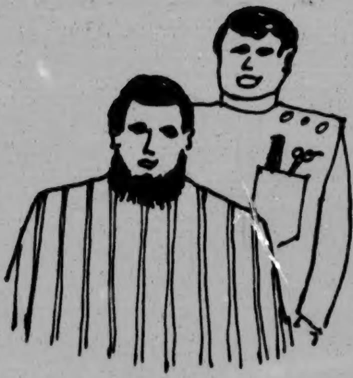
He has a goatee.



He has a beard.



He has sideburns.



Barber: What can I do for you today?

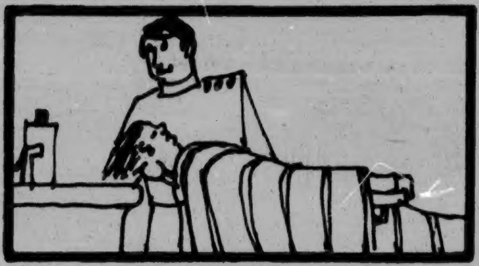
Tom: Give me a haircut, please.

Barber: Do you want a shave?

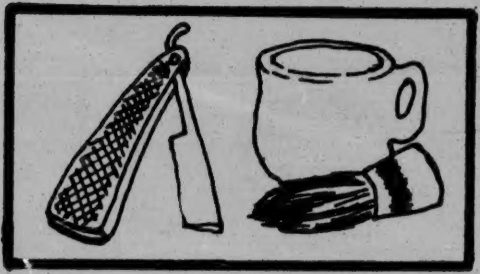
Tom: No, thanks. But trim my beard, please.

PRACTICE

"What can I do for you?"



1. S-1: What can I do for you?
   S-2: Give me a shampoo, please.



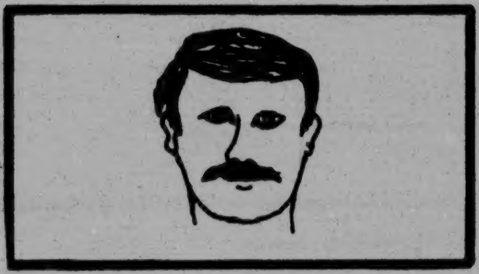
2. S-1: What can I do for you?
   S-2: Give me a shave, please.

* * *

3. S-1: What can I do for you?
   S-2: Give me a haircut, please.

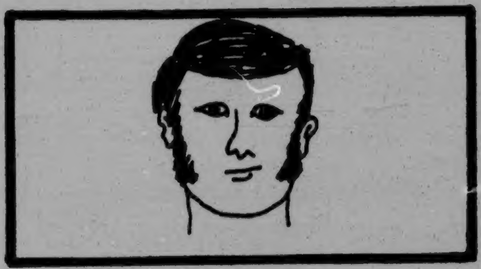
4. S-1: What can I do for you?
   S-2: Give me a trim, please.

"Do you want a shave?"



1. S-1: Do you want a shave?

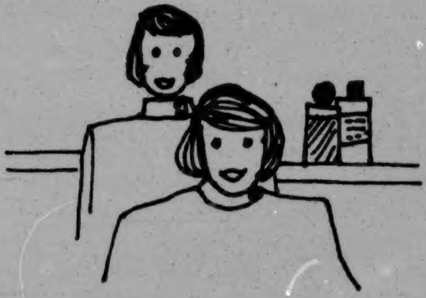
   S-2: No, thanks. But trim my moustache, please.



2. S-1: Do you want a shave?

   S-2: No, thanks. But trim my sideburns, please.

EXTENSION DIALOGUE



Maria: May I help you?

Kay: Yes, I want a shampoo and set, please.

Maria: All right. Do you want a manicure today?

Kay: No, thank you.

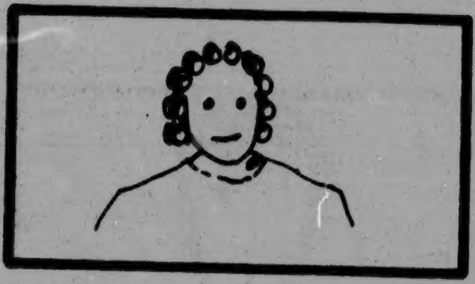
PRACTICE

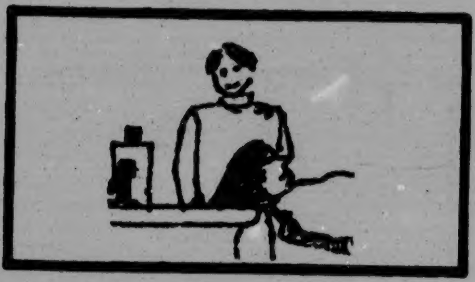
"I want a set"

A. Substitution Drill

T: I want a set.	S: I want a set.
shampoo	I want a shampoo.
permanent	I want a permanent.
haircut	I want a haircut.
tint	I want a tint.
manicure	I want a manicure.
trim	I want a trim.

B. Question and Answer Drill





1. S-1: May I help you?
   S-2: Yes, I want a set, please.

2. S-1: May I help you?
   S-2: Yes, I want a shampoo, please.

* * *

3. S-1: May I help you?
   S-2: Yes, I want a manicure, please.

4. S-1: May I help you?
   S-2: Yes, I want a tint, please.

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on page 6.

C. Read the Practice exercises on pages 7 and 8.

D. Read:

A Shave and a Haircut

Bill went to the barber shop last Friday. The barber gave him a shave and a haircut. He trimmed his moustache, too.

WRITING

Write the questions or answers about the story.

1. Where did Bill go last Friday?

____

2. Did the barber give him a shampoo?

____

3. What did he give him?

____

4. ______________________________

Yes, he did.

Los Angeles Unified School District
Asian Project - ABE AP-283273

LESSON 32: LESSON GUIDE
EVALUATION FORM

LESSON THIRTY-TWO: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of the birthday party and barber shop activities and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "what" question. (What did they give Jane?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (They gave her a jewelry box.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask question. (Did she get a chess set?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, she did/No, she didn't.)	1 2 3 4 5	1 2 3 4 5
5. What can I do for you? (Give me a shave, please.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. She got a sewing box.
2. Give me a shampoo and set.
3. He got a photo album.
4. The man's ill.
5. He gave her a chess set.
6. He has a beard.
7. Do you want a manicure?
8. Trim my moustache.

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

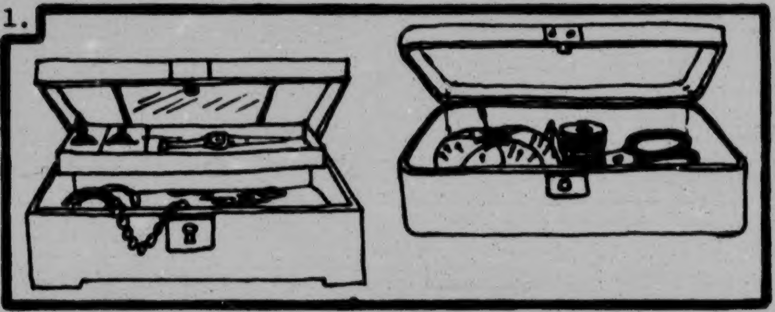
LESSON THIRTY-TWO: STUDENT EVALUATION FORM

I. Oral Exercise

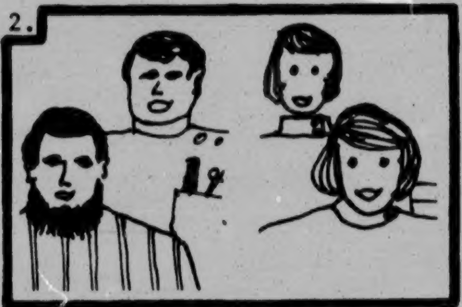
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

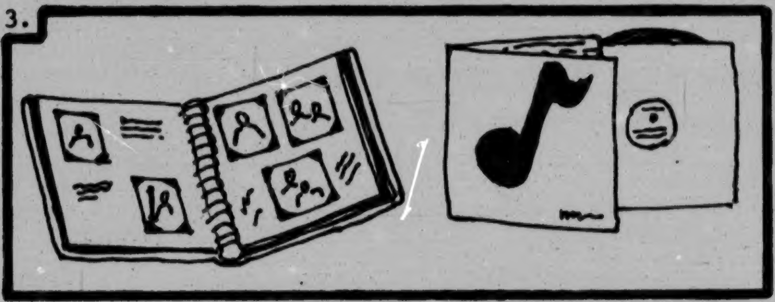
1.



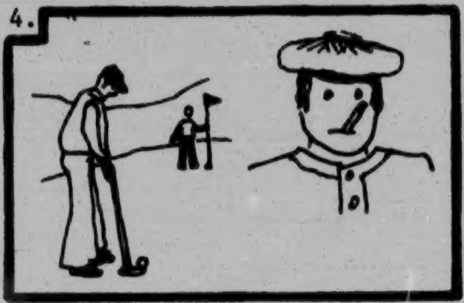
2.



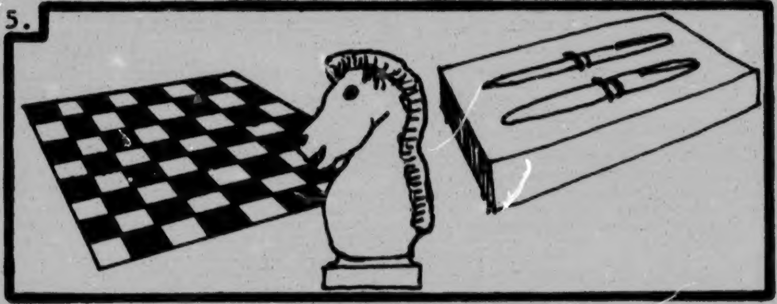
3.



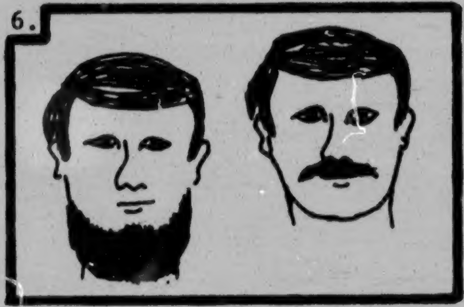
4.



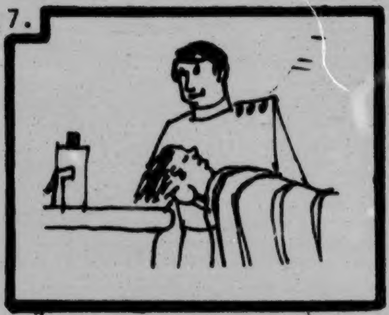
5.



6.



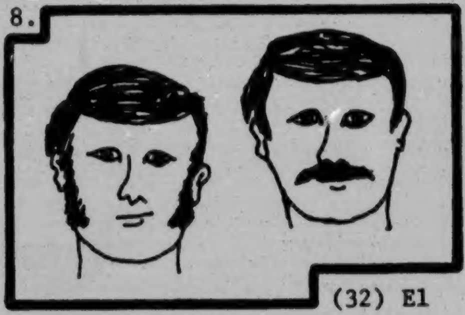
7.



Yes, I do.

No, I don't.

8.



III. READING

Directions: Circle the correct answers.

1. Jane __________ a chess set.

get
got
gots

2. It ____________ a surprise party.

are
were
was

3. Jane opened ________ presents.

her
hers
she

4. When was ___________ birthday?

you
your
he

5. _______ me a haircut, please.

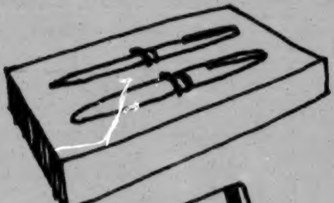
Gave
Trim
Give

6. Give _________ a trim, please.

me
I
he

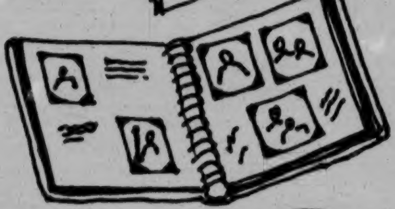
IV. WRITING

Directions: Write the correct question or answer.



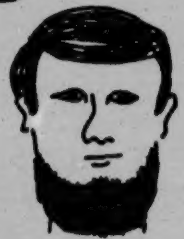
1. What did she give him on his birthday?

____



2. What ____

He gave her a photo album.



3. What can I do for you?

________________________________ my beard, please.

LESSON THIRTY-TWO

第三十二課

SECTION I: A SURPRISE PARTY

第一節：意想不到的慶祝會

OBJECTIVE

學習目標

In this section you will learn to talk about birthday parties and birthday presents.

在這一節裡你們要學習談論關於生日慶祝會和生日礼物。

- -

A READING LESSON

閱讀課文

A Surprise Party

意想不到的慶祝會

Yesterday was Jane Kono's birthday. Amy Jones gave her a birthday party. It was a surprise party. Everyone danced and had refreshments. Then Jane opened her presents. Her friends gave her a radio. They also gave her "gag" gifts.

昨天是 Jane Kono 的生日。Amy Jones 為她請客。這是一個不在 (Jane) 意料中的慶祝會。大家都跳舞，也吃茶點。後來 Jane 打開禮物。她的朋友們送給她一個無線電，也給她（許多）開玩笑的禮物。

- -

SECTION II: AT THE BARBER SHOP

第二節：在理髮店

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.	一、練習發音。
2. Learn to explain the kind of service you want in a barber shop or a beauty shop.	二、學習説明你要理髮師或美容師替你做些什麼。

THE DIALOGUE		對話
Barber:	What can I do for you today?	我能替你做些什麼?
Tom:	Give me a haircut, please.	請替我理髮。
Barber:	Do you want a shave?	你要修臉嗎?
Tom:	No, thanks. But trim my beard, please.	不必了。就替我修剪鬍子吧。

EXTENSION DIALOGUE		對話引申
Maria:	May I help you?	我能幫你些什麼嗎?
Kay:	Yes, I want a shampoo and set, please.	我要洗頭和卷頭髮。
Maria:	All right. Do you want a manicure today?	好的。你今天要修指甲嗎?
Kay:	No, thank you.	不用了，謝々你。

NOTES

1. In America, when a person has a birthday, his friends usually give him a party. They sometimes plan the party without letting the person know, so that they can surprise him.

2. In the United States, it would be impolite not to open a gift and admire its contents in the presence of the donors. Be aware of this American custom.

3. Close friends and associates sometimes give each other "gag" gifts at parties. A gag gift is a novelty gift and is usually something funny. So don't feel offended when you receive such a gift. The donor simply means that you and he are close friends.

應注意事項

一、在美國一個人生日的時候，他的朋友常常會替他請客。有的時候，他們不讓知道，為了要使他到時驚奇一下。

二、在美國不當面在送禮者之前，打開禮物並對收到的禮物讚美一番，算是不禮貌的。請注意這種美國風俗。

三、有的時候，親密的朋友和同事在聚餐會中交換開玩笑的禮物。這種禮物多半是新奇的可笑的。因此，如果你收到這類的禮物，不要生氣。給你這樣禮物的人，只是要表示他和你是熟朋友，可以開玩笑了。

Los Angeles Unified School District
Asian Project - ABE
AP-213373

LESSON THIRTY-THREE - LESSON GUIDE
SECTION I: I'm Going to Fix It Tomorrow
SECTION II: I Get Off Work at Midnight

LESSON THIRTY-THREE

OBJECTIVES

Listening Comprehension: Student will be able to identify the parts of a bathroom that are in bad condition.

Listening and Speaking: Student will be able to:

1. Describe a bathroom that is in bad condition.
2. Ask each other questions about what time they begin and get off work, and what time they go to bed and get up.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What's the matter with the bathroom?	It's in bad condition.
	When are you going to fix the roof?	Tomorrow/I'm going to fix it tomorrow.
	What time are you going to get up tomorrow?	At noon/at midnight/at 8 o'clock.
Review:	Do you sleep late every day?	Yes, I do/No, I don't.
		The pipe leaks.

Fixed Expression: But tomorrow never comes.

INSTRUCTIONAL AIDS

Drill pictures:

- P242 - a leaking faucet, toilet, shower, pipe, and roof
- P243 - a broken window and a broken doorknob
- P244 - He begins work/He gets off work
- P245 - Facial diagram: /-tš/
- P246 - Facial diagram: /-ts/

Transparencies: T125 - a leaking faucet, toilet, shower, pipe, and roof; a broken window/doorknob
T126 - Dialogue (I'm going to fix it tomorrow)
T127 - He begins work/He gets off work; Dialogue (I get off at midnight)
T128 - Pronunciation: /-tš/ and /-ts/ (catch - cats)

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. The idiomatic usage of "be going to" indicating future tense in English will be new to the Asians.
2. The English phrase, "I sleep late," is often misinterpreted as "to go to bed late" by the Chinese and Filipino ESL students. In their languages "to sleep" means "to go to bed," leading them to make a statement like: *"I slept late last night."

SECTION I: I'M GOING TO FIX IT TOMORROW

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Use drill pictures from Lesson 32 as cues.

B. Suggested items for review:

1. Have students talk about birthday parties and birthday presents using "what" and "when" questions.
2. Have students take "barber/hairdresser" and "customer" roles and converse, using the vocabulary learned.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: I'M GOING TO FIX IT TOMORROW

OBJECTIVE

In this section you will learn to talk about a bathroom that is in bad condition.

LISTENING COMPREHENSION

Listening

T shows P242-3 or T125 and identifies

- Cl listens

Repeating

T cues and models - Cl
Gr > repeats
St

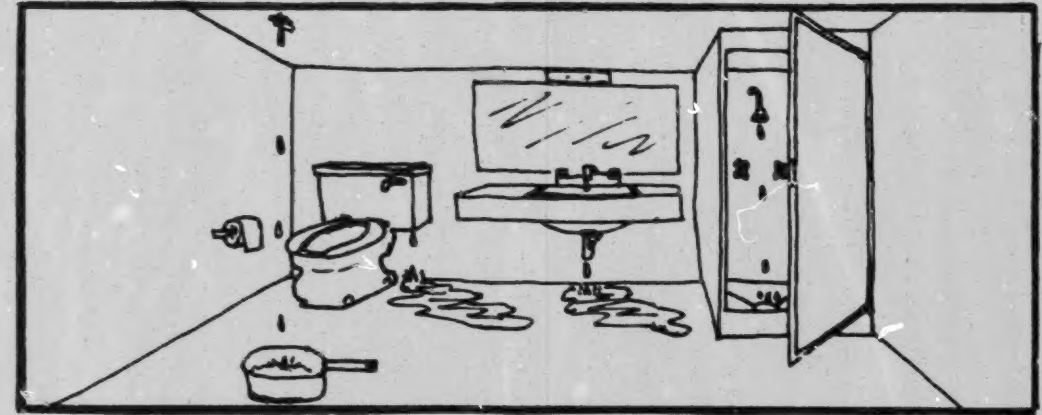
Answering

T cues and asks - Cl
Gr > answers
St

T: What's the matter?

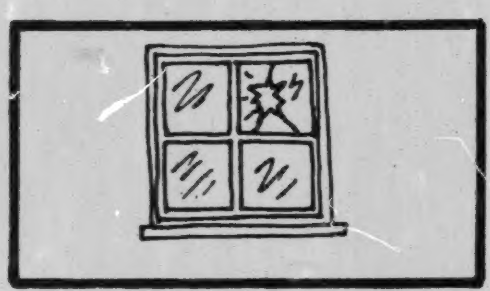
LISTENING COMPREHENSION

My bathroom is in bad condition.

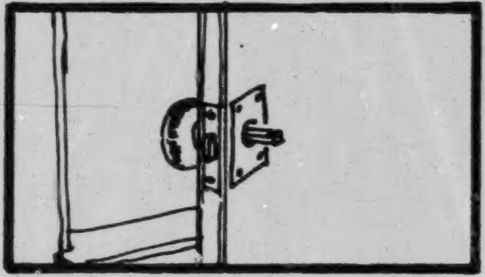


The toilet leaks. The shower leaks.

The roof leaks. The faucet leaks. The pipe leaks.



The window is broken.



The doorknob is broken.

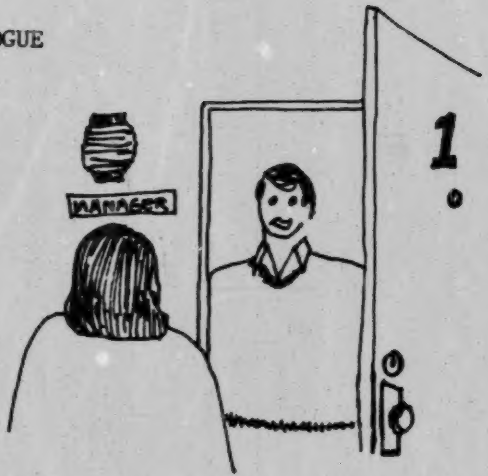
THE DIALOGUE

A. Show P242 or T126 and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show dialogue on board or overhead for reading lesson.

THE DIALOGUE



Mrs. Kim:	When are you going to fix our shower?
Manager:	Tomorrow. I'm going to fix it tomorrow.
Mrs. Kim:	When are you going to fix the roof?
Manager:	Tomorrow. I'm going to fix it tomorrow.
Mrs. Kim:	But tomorrow never comes.

PRACTICE

"I'm going to fix the shower tomorrow"

A. Substitution Drills

1. T models and cues - Cl / Gr / St > responds

2. T: He's going to fix the shower tomorrow.
   next week
   (etc.)

PRACTICE

"I'm going to fix the shower tomorrow"

Substitution Drill

T: I'm going to fix the shower tomorrow.

	S: I'm going to fix the shower tomorrow.
He	He's going to fix the shower tomorrow.
She	She's going to fix the shower tomorrow.
They	They're going to fix the shower tomorrow.
You	You're going to fix the shower tomorrow.

B. Answer Drill

T cues and asks - Cl
Gr > answers
St

T: When are you going to fix the shower?

"When are you going to fix the shower?"

A. Substitution Drill

T models and cues - Cl
Gr > responds
St

OPTIONAL ACTIVITY

T: When are you going to fix the shower?
toilet
(etc.)

B. Question and Answer Drill

T gives picture and word cues:

T
Gr > asks - Cl
St
Gr > answers
St

T: (Show toilet.)
tomorrow

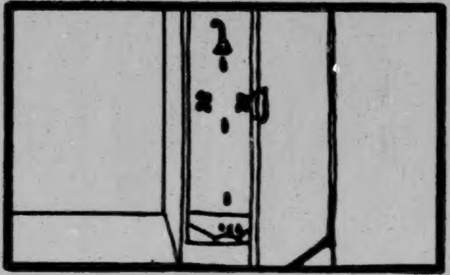
"When are you going to fix the shower?"

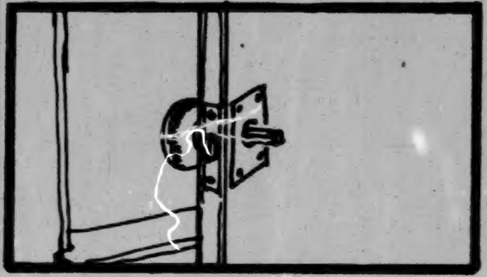
A. Substitution Drill

T: When are you going to fix the shower?

	S: When are you going to fix the shower?
he	When is he going to fix the shower?
she	When is she going to fix the shower?
they	When are they going to fix the shower?
we	When are we going to fix the shower?

B. Question and Answer Drill





1. S-1: When are you going to fix the shower?
S-2: I'm going to fix it tomorrow.

2. S-1: When are they going to fix the doorknob?
S-2: They're going to fix it tomorrow.

* * *

3. S-1: When is he going to fix the window?
S-2: He's going to fix it next week.

4. S-1: When is Tom going to fix the faucet?
S-2: He's going to fix it on Saturday.

"What are you going to do tomorrow?"

Question and Answer Drill

T gives picture and word cues:

T / Gr / St > asks - Cl / Gr / St > answers

CONTROLLED CONVERSATION

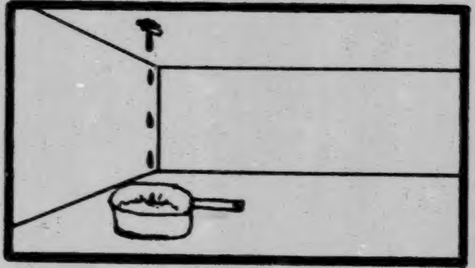
T gives picture and word cues and sets pattern:

T / St > asks - St answers

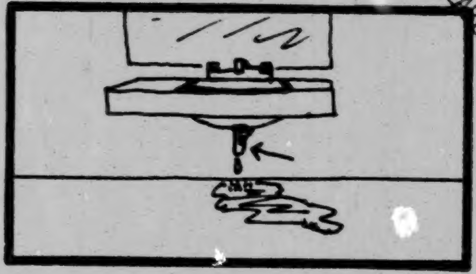
OPTIONAL ACTIVITY

Have students converse with each other about items in their homes that leak or are broken.

"What are you going to do tomorrow?"

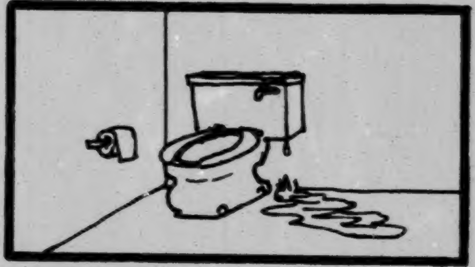


5. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the roof.

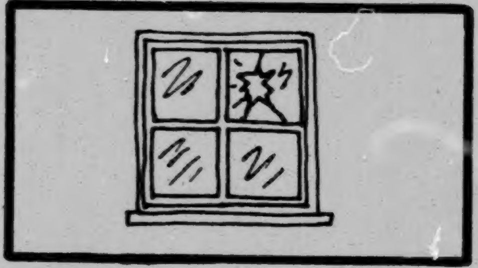


6. S-1: What is he going to do tomorrow?
   S-2: He's going to fix the pipe.

CONTROLLED CONVERSATION



1. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the toilet.
   S-1: What's the matter with it?
   S-2: It leaks.



2. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the window.
   S-1: What's the matter with it?
   S-2: It's broken.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in student leaflet.

D. Follow the usual procedure for practicing reading.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read:

Our Bathroom

Our bathroom is in bad condition. The pipe leaks. The shower and faucet leak. The plumber is going to come tomorrow.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. What's the matter with the bathroom?

It's ______________________________

2. Do the shower and faucet leak?

____

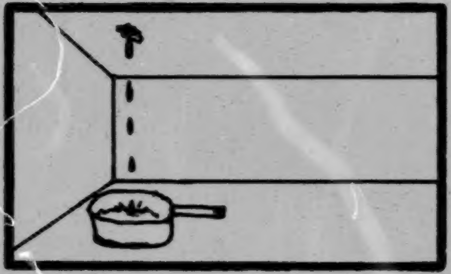
3. ________________________________

Yes, it does.

4. When's the plumber going to come?

____

B. Write the questions or answers.

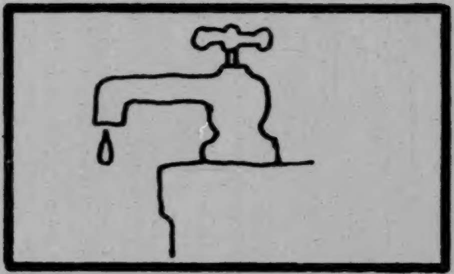


1. What are you going to do tomorrow?

_____________ fix the roof.

What's the matter with it?

It ____________________



2. ____________________________

He's going to fix ________

What's the matter with it?

It ______________________

SECTION II: I GET OFF WORK AT MIDNIGHT

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: I GET OFF WORK AT MIDNIGHT

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.

2. Learn to ask each other questions about what time you get off work and what time you get up.

PRONUNCIATION

1. T draws two cats on the board and models "cats"

   - Cl listens

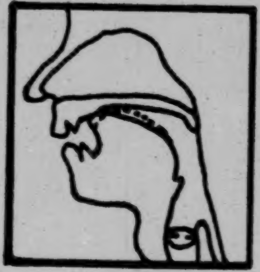
2. T has a student catch an object and models "catch"

   - Cl listens

3. T demonstrates formation of /-tš/ and /-ts/ using facial diagrams P245-6 or T128.

[NOTE: Have students pronounce /-tš/ with the tip of the tongue touching the tooth ridge during the first part of the sound, and with the lips slightly rounded. In producing the /-ts/ sound, the tip of the tongue touches the front edge, with the lips less rounded.]

PRONUNCIATION

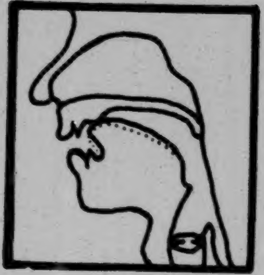


/-tš/ catch

each

match

starch



/-ts/ cats

eats

mats

starts

Catch the cats.

Watch the lights.

THE DIALOGUE

Preliminary Activity

A. T shows P244 or T127 and identifies

   - Cl listens

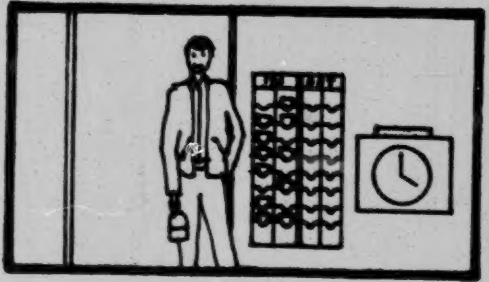
B. T cues and asks "what time" questions

   - Cl / Gr / St answers

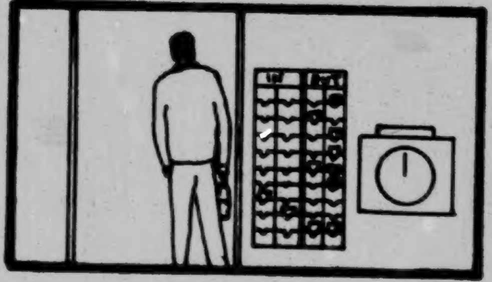
[NOTE: Explain the meaning of "getting off" work in contrast to "getting off" the bus.]

THE DIALOGUE

Preliminary Activity



He begins work at 4 p.m.



He gets off work at 12 a.m.

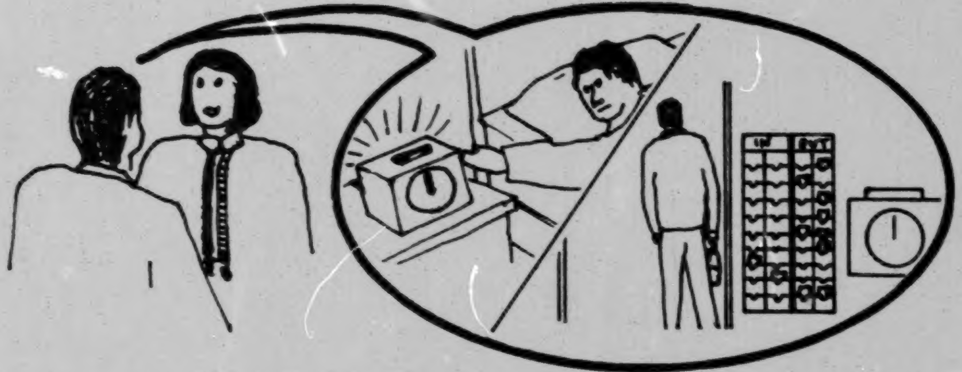
Presenting the Dialogue

A. Set the scene and follow the usual procedure for presenting the dialogue.

B. Show dialogue on board or overhead for the reading lesson.

[NOTES: 1. Explain the time expressions "noon" and "midnight."

2. Explain the concepts of "sleeping late" and "working late."]



Ann: I can call you in the morning. What time are you going to get up?

Bill: At noon.

Ann: Do you sleep late every day?

Bill: Yes, I do, because I work late. I get off at midnight.

PRACTICE

"I'm going to get up at noon"

A. Substitution Drill

T models and cues with clock - Cl / Gr / St > responds

OPTIONAL ACTIVITY

T: I'm going to get up at noon.
He's
(etc.)

B. Answer Drill

T cues with clock and asks - Cl / Gr / St > answers

PRACTICE

"I'm going to get up at noon"

A. Substitution Drill

T: I'm going to get up at noon.

	S: I'm going to get up at noon.
midnight	I'm going to get up at midnight.
6 o'clock	I'm going to get up at 6 o'clock.
9 o'clock	I'm going to get up at 9 o'clock.

C. Question and Answer Drill

T cues with clock:

T, Gr, St > asks - Cl, Gr, St > answers

OPTIONAL ACTIVITY

Have students ask each other what time they're going to get up in the morning.

"I get off at midnight"

A. Substitution Drills

1. T: I get off at midnight.
   noon
   4:30.
   (etc.)

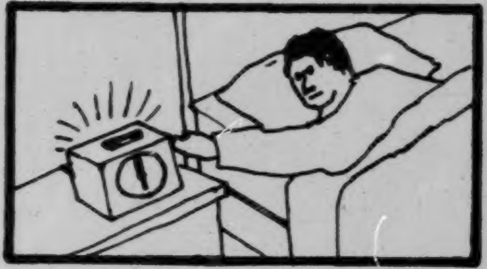
2. T: I begin work at 8.
   She
   We
   (etc.)

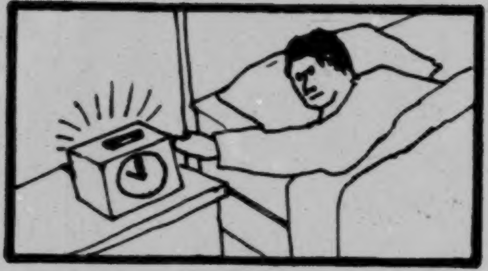
B. Answer Drill

T cues and asks - Cl, Gr, St > answers

T: What time do you get off?

B. Question and Answer Drill





1. S-1: What time are you going to get up tomorrow?
   S-2: At 6.

2. S-1: What time are you going to get up on Sunday?
   S-2: At 10.

* * *

3. S-1: What time is she going to get up on Monday?
   S-2: At 6:30.

4. S-1: What time is he going to get up tomorrow?
   S-2: At noon.

"I get off at midnight"

C. Question and Answer Drill

T cues with clock:

$\left.\begin{matrix}T\\Gr\\St\end{matrix}\right\rangle$ asks - $\left.\begin{matrix}Cl\\Gr\\St\end{matrix}\right\rangle$ answers

OPTIONAL ACTIVITY

Have students who work ask each other what time they get off work.

"Do you sleep late every day?"

Substitution Drills

1. T models and cues - $\left.\begin{matrix}Cl\\Gr\\St\end{matrix}\right\rangle$ responds
2. T: Do you sleep late every day?
   he
   (etc.)

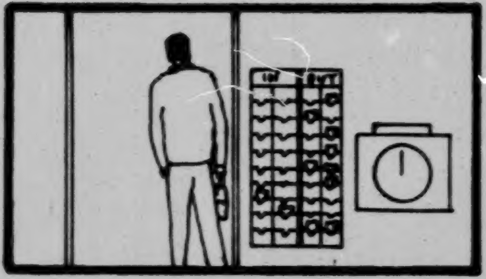
MINI-DIALOGUES

T sets pattern and cues:

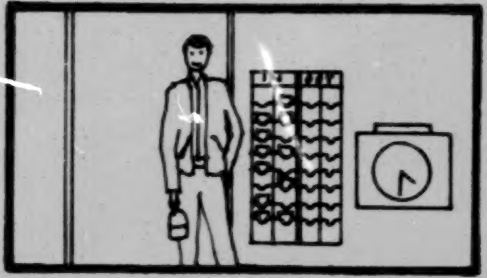
$\left.\begin{matrix}T\\Gr\\St\end{matrix}\right\rangle$ asks - St answers

OPTIONAL ACTIVITY

Divide students into groups and have them carry on conversations with each other on the lesson topics.



5. S-1: What time do you get off?
   S-2: I get off at midnight.



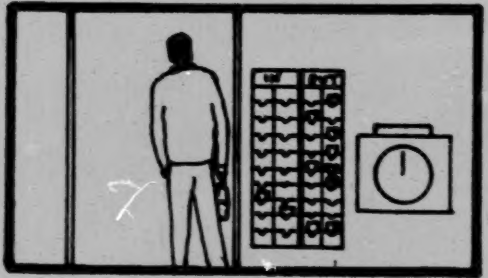
6. S-1: What time does he begin work?
   S-2: He begins work at 4:30.

"Do you sleep late every day?"

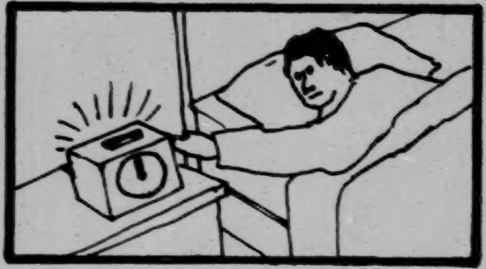
Substitution Drill

T:	S:
Do you sleep late every day?	Do you sleep late every day?
work	Do you work late every day?
get off	Do you get off late every day?
get up	Do you get up late every day?

MINI-DIALOGUES



1. S-1: Do you work late every day?
   S-2: Yes, I do.
   S-1: What time do you get off?
   S-2: I get off at midnight.



2. S-1: Do you sleep late every day?
   S-2: Yes, I do.
   S-1: What time do you get up?
   S-2: I get up at noon.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

D. Follow the usual procedure for practicing reading.

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on page 7.

D. Read:

Bill's Day

Bill sleeps late every morning. He gets up at 10 o'clock. He works late every night. He gets off at midnight.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the story in Reading.

1. ______________________ every morning?

Yes, he does.

2. What time ______________________

He ______________________ 10 o'clock.

3. ______________________ every night?

Yes, he does.

4. What time ______________________

At midnight.

Los Angeles Unified School District
Asian Project - ABE
AP-203373

LESSON THIRTY-THREE - STUDENT LEAFLET
SECTION I: I'm Going To Fix It Tomorrow
SECTION II: I Get Off Work at Midnight

LESSON THIRTY-THREE

SECTION I: I'M GOING TO FIX IT TOMORROW

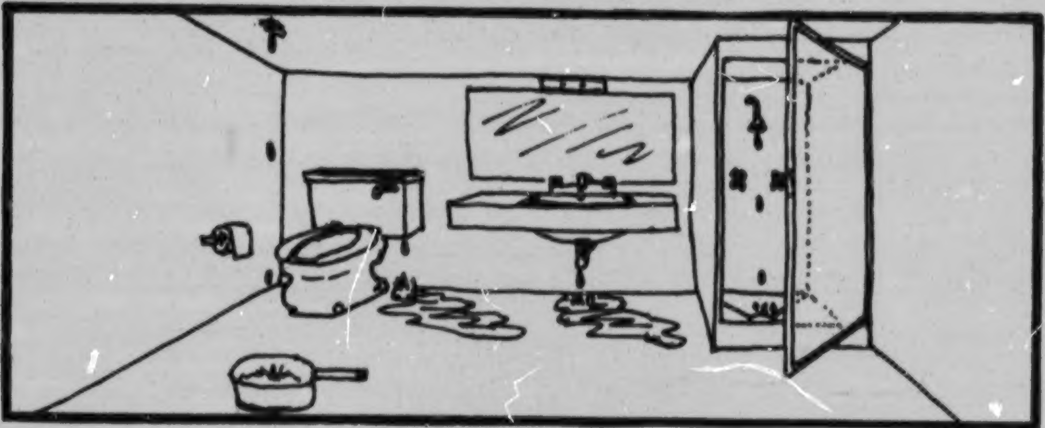
OBJECTIVE

In this section you will learn to talk about a bathroom that is in bad condition.

- -

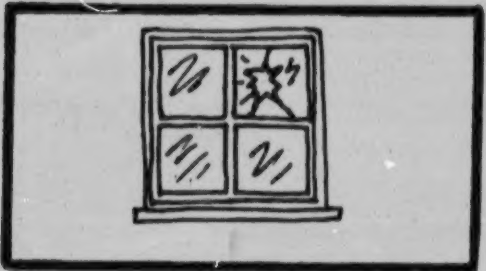
LISTENING COMPREHENSION

My bathroom is in bad condition.

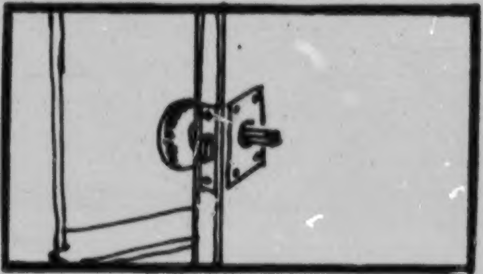


The toilet leaks. The shower leaks.

The roof leaks. The faucet leaks. The pipe leaks.



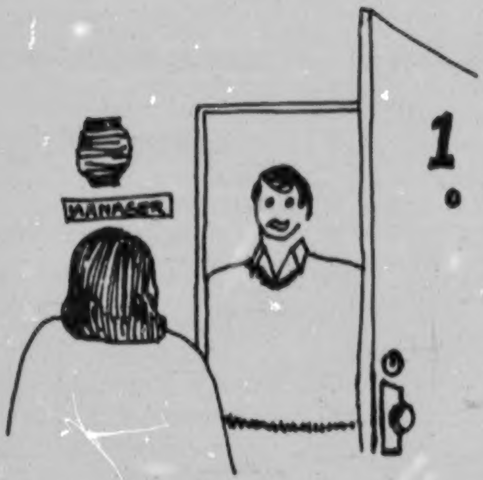
The window is broken.



The doorknob is broken.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Mrs. Kim: When are you going to fix our shower?

Manager: Tomorrow. I'm going to fix it tomorrow.

Mrs. Kim: When are you going to fix the roof?

Manager: Tomorrow. I'm going to fix it tomorrow.

Mrs. Kim: But tomorrow never comes.

PRACTICE

"I'm going to fix the shower tomorrow"

Substitution Drill

T: I'm going to fix the shower tomorrow.

	S: I'm going to fix the shower tomorrow.
He	He's going to fix the shower tomorrow.
She	She's going to fix the shower tomorrow.
They	They're going to fix the shower tomorrow.
You	You're going to fix the shower tomorrow.

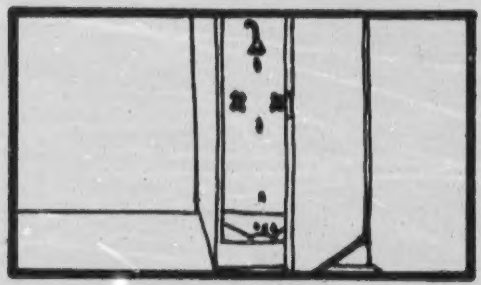
"When are you going to fix the shower?"

A. Substitution Drill

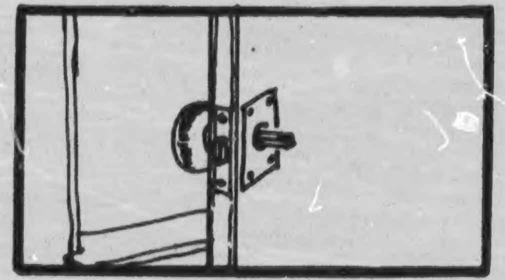
T: When are you going to fix the shower?

	S: When are you going to fix the shower?
he	When is he going to fix the shower?
she	When is she going to fix the shower?
they	When are they going to fix the shower?
we	When are we going to fix the shower?

B. Question and Answer Drill



1. S-1: When are you going to fix the shower?
   S-2: I'm going to fix it tomorrow.



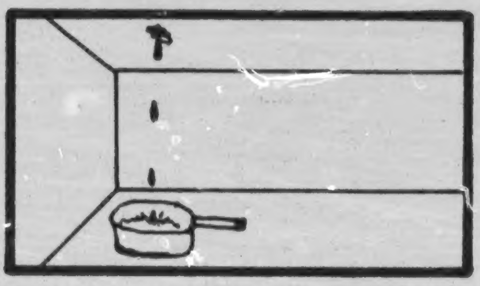
2. S-1: When are they going to fix the doorknob?
   S-2: They're going to fix it tomorrow.

* * *

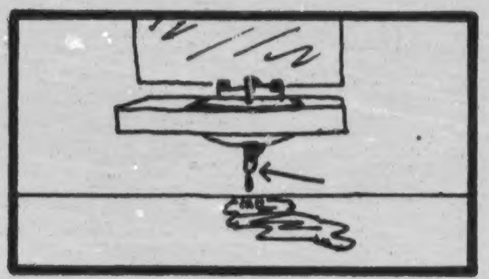
3. S-1: When is he going to fix the window?
   S-2: He's going to fix it next week.

4. S-1: When is Tom going to fix the faucet?
   S-2: He's going to fix it on Saturday.

"What are you going to do tomorrow?"



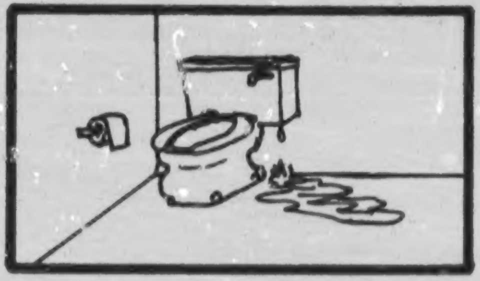
5. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the roof.



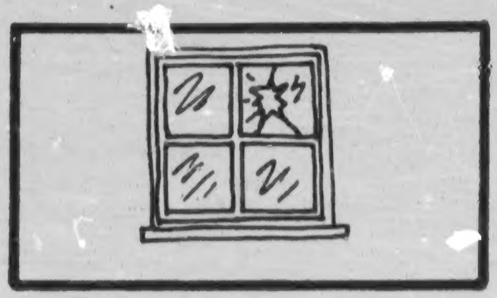
6. S-1: What is he going to do tomorrow?
   S-2: He's going to fix the pipe.

- -

CONTROLLED CONVERSATION



1. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the toilet.
   S-1: What's the matter with it?
   S-2: It leaks.



2. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the window.
   S-1: What's the matter with it?
   S-2: It's broken.

READING

A. Read the sentences on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Controlled Conversation on page 3.

D. Read:

Our Bathroom

Our bathroom is in bad condition. The pipe leaks. The shower and faucet leak. The plumber is going to come tomorrow.

WRITING

A. Write the questions or answers about the reading.

1. What's the matter with the bathroom?

It's ____

2. Do the shower and faucet leak?

____

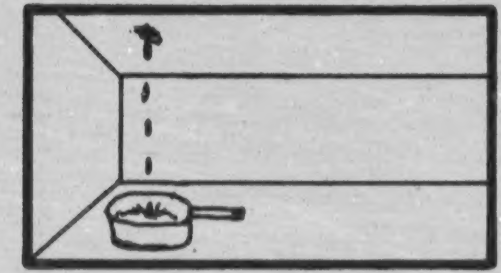
3. ____

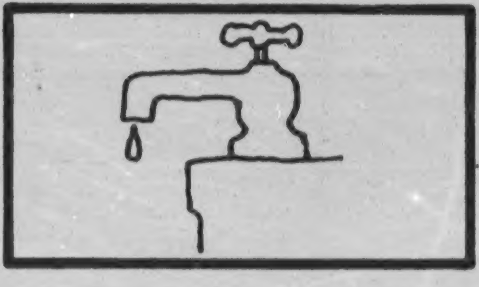
Yes, it does.

4. When's the plumber going to come?

____

B. Write the questions or answers.





1. What are you going to do tomorrow?

______________________ fix the roof.

What's the matter with it?

It ______________________________

2. ______________________________

He's going to fix ______________

What's the matter with it?

It ______________________________

SECTION II: I GET OFF WORK AT MIDNIGHT

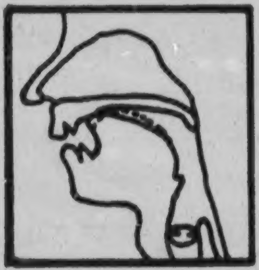
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask each other questions about what time you get off work and what time you get up.

PRONUNCIATION

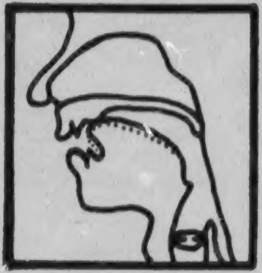


/-tš/ catch

each

match

starch

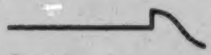


/-ts/ cats

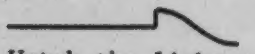
eats

mats

starts



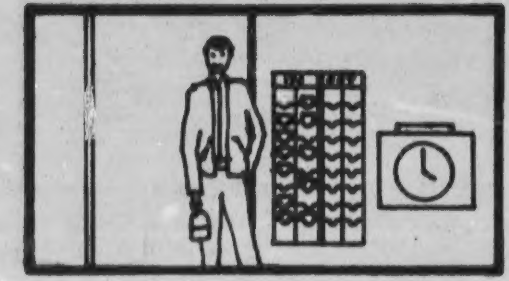
Catch the cats.



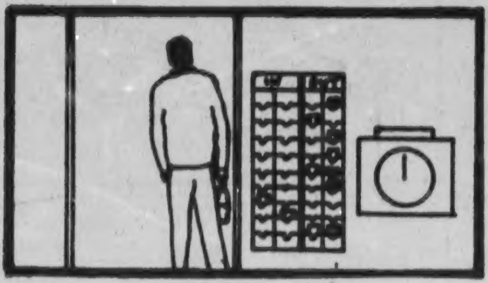
Watch the lights.

THE DIALOGUE

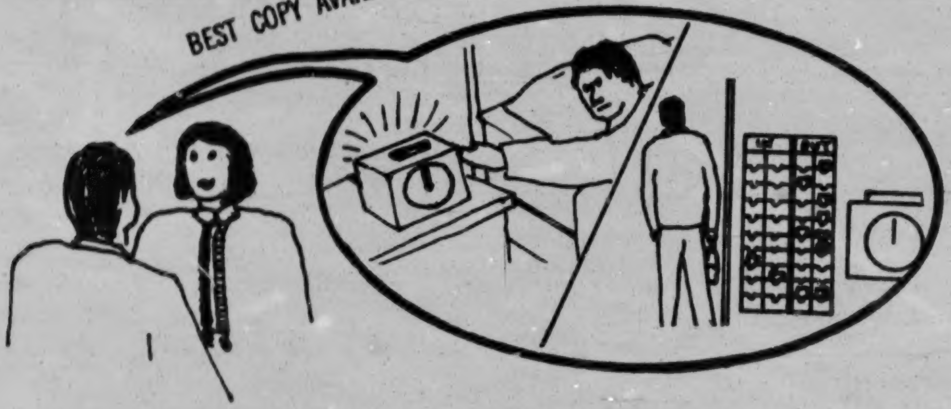
Preliminary Activity



He begins work at 4 p.m.



He gets off work at 12 a.m.



Ann: I can call you in the morning. What time are you going to get up?

Bill: At noon.

Ann: Do you sleep late every day?

Bill: Yes, I do, because I work late. I get off at midnight.

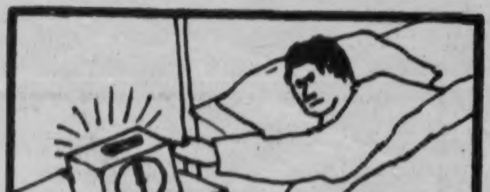
PRACTICE

"I'm going to get up at noon"

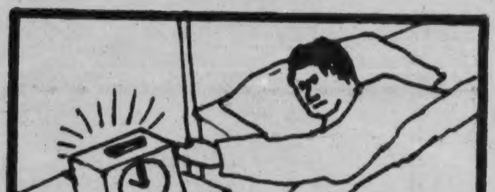
A. Substitution Drill

T	S
I'm going to get up at noon.	I'm going to get up at noon.
midnight	I'm going to get up at midnight.
6 o'clock	I'm going to get up at 6 o'clock.
9 o'clock	I'm going to get up at 9 o'clock.

B. Question and Answer Drill



1. S-1: What time are you going to get up tomorrow?
   S-2: At 6.



2. S-1: What time are you going to get up on Sunday?
   S-2: At 10.

* * *

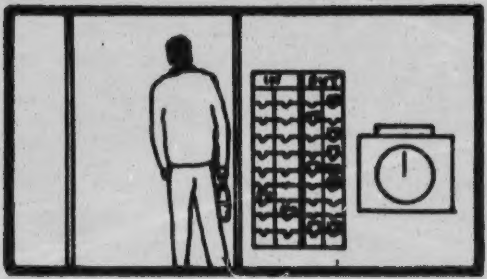
3. S-1: What time is she going to get up on Monday?

   S-2: At 6:30.

4. S-1: What time is he going to get up tomorrow?

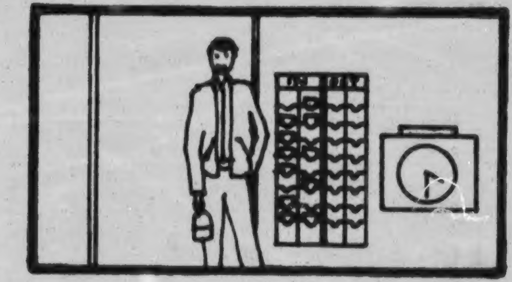
   S-2: At noon.

"I get off at midnight"



5. S-1: What time do you get off?

   S-2: I get off at midnight.



6. S-1: What time does he begin work?

   S-2: He begins work at 4:30.

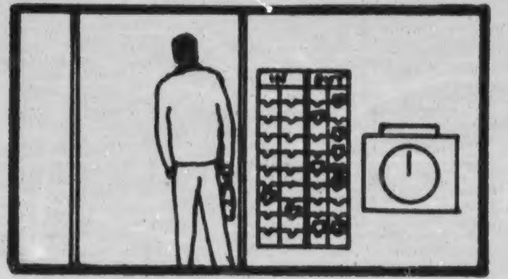
"Do you sleep late every day?"

Substitution Drill

T: Do you sleep late every day?	S: Do you sleep late every day?
work	Do you work late every day?
get off	Do you get off late every day?
get up	Do you get up late every day?

- -

MINI-DIALOGUES

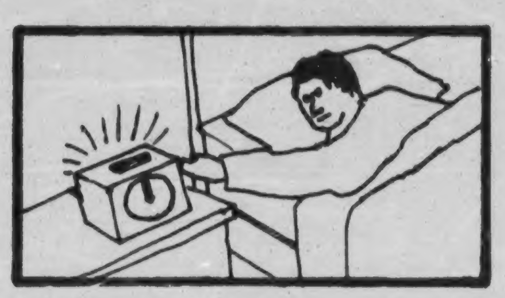


1. S-1: Do you work late every day?

   S-2: Yes, I do.

   S-1: What time do you get off?

   S-2: I get off at midnight.



2. S-1: Do you sleep late every day?

   S-2: Yes, I do.

   S-1: What time do you get up?

   S-2: I get up at noon.

READING

A. Read the sentences on page 5.

B. Read the Practice exercises on pages 6 and 7.

C. Read the Mini-dialogues on page 7.

D. Read:

Bill's Day

Bill sleeps late every morning. He gets up at 10 o'clock. He works late every night. He gets off at midnight.

- -

WRITING

Write the questions or answers about the story in Reading.

1. ______________________________ every morning?

Yes, he does.

2. What time ______________________________

He ______________________________ 10 o'clock.

3. ______________________________ every night?

Yes, he does.

4. What time ______________________________

At midnight.

LESSON THIRTY-THREE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of a bathroom in bad condition, future activities, and a clock and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's the matter with the bathroom? (The toilet leaks.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask "when" questions. (When are you going to fix the roof?)	1 2 3 4 5	1 2 3 4 5
3. Have students answer question #2. (I'm going to fix it tomorrow.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask "what time" questions. (What time are you going to get up?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (At noon.)	1 2 3 4 5	1 2 3 4 5
6. Have students ask "yes-no" questions. (Does he sleep late on weekends?)	1 2 3 4 5	1 2 3 4 5
7. Have students answer question #6. (Yes, he does/No, he doesn't.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. Circle the word "cats."
2. He gets off at 5 o'clock.
3. She's going to work late tonight.
4. He sleeps late.
5. The faucet leaks.
6. It's broken.
7. Is your bathroom in bad condition?
8. Does she sleep late on Sundays?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON THIRTY-THREE: STUDENT EVALUATION FORM

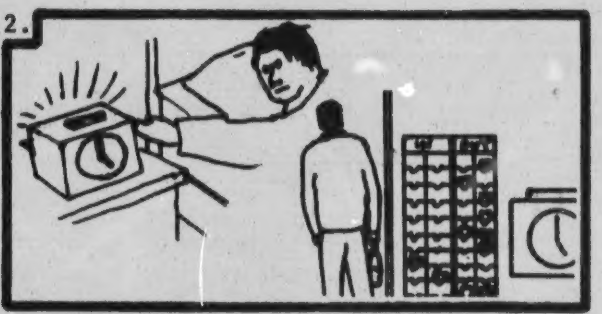
I. Oral Exercise

II. LISTENING COMPREHENSION

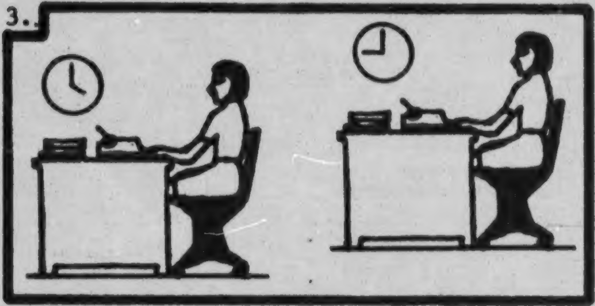
Directions: Listen to the traveler. Circle the correct answer.

1. CATS CATCH

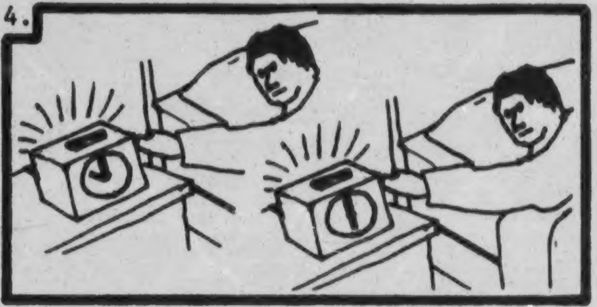
2.



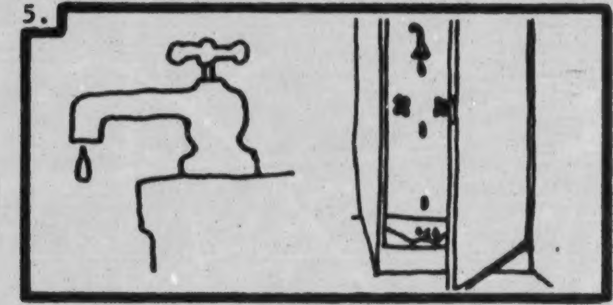
3.



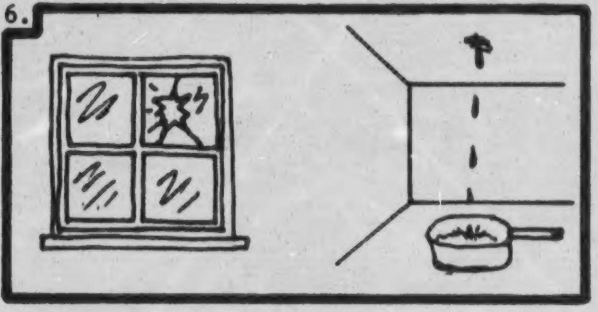
4.



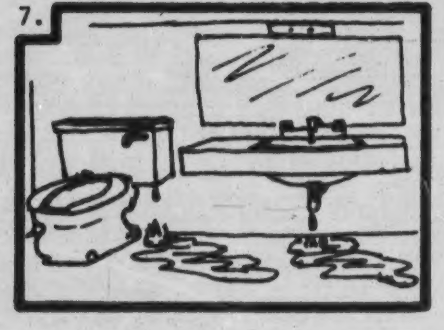
5.



6.



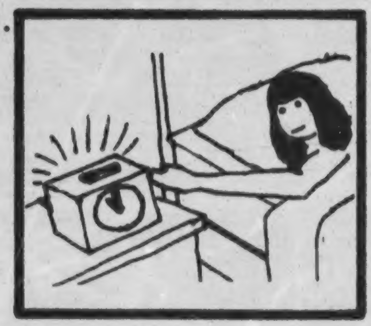
7.



Yes, it is.

No, it isn't.

8.



Yes, she does.

No, she doesn't.

III. READING

Directions: Circle the correct answers.

1. He's __________ to fix the shower tomorrow.

   goes

   going

   go

2. ____________ are you going to do next week?

   What

   Where

   When

3. He gets ______ work at 4 o'clock.

   from

   of

   off

4. ___________ you sleep late every day?

   Does

   Do

   Are

5. What time is she going to get ___________?

   of

   at

   up

6. She gets up _________ noon.

   on

   in

   at

- -

IV. WRITING

Directions: Read the story. Write the questions and answers on the lines.

Mr. Lee is a plumber. He begins work at 8 o'clock and gets off at 4 o'clock. Today he is going to fix Mrs. Kim's shower and faucet. He likes to fix faucets.

1. What's Mr. Lee? ______________________________

2. What's he going to do today? ______________________________

3. ______________________________

   At 4 o'clock.

4. ______________________________

   At 8 o'clock.

5. What does Mr. Lee like to do? ______________________________

LESSON THIRTY-THREE

第三十三課

SECTION I: I'M GOING TO FIX IT TOMORROW

第一節：我明天修理

OBJECTIVE

學習目標

In this section you will learn to talk about a bathroom that is in bad condition.	在這一節裡，你們要談論描述浴室損壞情形。

THE DIALOGUE

對話

Mrs. Kim:	When are you going to fix our shower?	你什麼時候修理我們(淋浴用)的蓮蓬頭？
Manager:	Tomorrow. I'm going to fix it tomorrow.	明天我修理。
Mrs. Kim:	When are you going to fix the roof?	你什麼時候修理屋頂？
Manager:	Tomorrow. I'm going to fix it tomorrow.	明天我修理。
Mrs. Kim:	But tomorrow never comes.	可是明天永遠還有明天。

SECTION II: I GET OFF WORK AT MIDNIGHT

第二節：我半夜才下班

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.
2. Ask each other questions about what time you get off work and what time you get up.

一、練習發音。

二、彼此問答関于什麼時候下班，什麼時候起床。

THE DIALOGUE

對話

Ann: I can call you tomorrow. What time are you going to get up?

我可以明天打電話給你。你什麼時候起床？

Bill: At noon.

中午起來。

Ann: Do you sleep late every day?

你每天都遲起身嗎？

Bill: Yes, I do, because I work late. I get off at midnight.

是的。因為我工作到很晚，半夜才下班呢。

NOTES

應注意事項

1. The phrase "be going to" indicating future tense is an English idiomatic usage. Pay special attention to this commonly-used pattern.

一、"be going to" 一詞表示将來式，是英文成語。請特別注意這句常用的語式。

2. "To sleep late" means "to sleep until late" in English. Therefore, in English, one cannot say:

二、"to sleep late" 是"睡到很晚"的意思。所以不能說：

"I slept late last night."
(昨晚我睡到很晚)

*"I slept late last night" but should say: "I went to bed late last night."	而應該說："I went to bed late last night."（昨夜我很晚去睡）
3. Learn the following idiomatic expressions in this lesson:	三、學習左列本課裡慣用的語句：
get off work	下班
get up	起來（起床）
sleep late	遲起身
but tomorrow never comes	可是明天永遠還有明天
It's in bad condition	情況很差（壞）

Los Angeles Unified School District
Asian Project - ABE
AP-213483

LESSON THIRTY-FOUR - LESSON GUIDE
SECTION I: Weekend Specials at Lee's Market
SECTION II: Information, Please

LESSON THIRTY-FOUR

OBJECTIVES

Listening Comprehension: Student will be able to identify some items on sale at a market.

Listening and Speaking: Student will be able to:

1. Talk about some items on sale at a market.
2. Ask for a telephone number from Information.
3. Handle a wrong number call.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	What's on sale today?	Bacon is on sale today. It's 80¢ a pound. It's 5 lbs. for 59¢.
Review:	Where's Dale's coffee? Are you going to have some more tomorrow?	Yes, we are. We're going to get some more this afternoon.
	Is Harry there? Is this 799-8411? How much is bacon?	Yes, he is/No, he isn't. No, it isn't.
Fixed Expressions:	We're all sold out. Please give me the number for Harry Lew. I think you have the wrong number.	How do you spell the last name? In what city?

- -

INSTRUCTIONAL AIDS

Realia:	Use realia or replicas of food cartons, wrappers, etc. and/or magazine pictures
Drill pictures:	P247 - Dialogue (We're all sold out) P248 - Facial diagram: /tš/ and /dž/

Transparencies: T129 - "Weekend Specials" ad + bacon, bananas, sugar, and butter
T130 - Dialogue (We're all sold out)
T131 - Pronunciation: /tš/ and /dž/ (chain - Jane)
T132 - Dialogue (Please give me the number . . .)

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. In Asia, department stores have occasional sales, but food markets do not have the "weekend specials" and sales that are so common in the United States.
2. The count noun vs. mass noun distinction does not exist in the Asian languages. Although this lesson does not deal specifically with the count-mass noun feature, the teacher should be aware that sentences like the following may require a brief explanation: Are you going to have some bananas tomorrow?
Are you going to have some butter tomorrow?

3.

English	It's		69¢		a pound.	
Chinese			69¢		one pound.	
Japanese	(it+particle)		69¢+particle		one pound	is
Korean	(it+particle)		69¢+particle		one pound	is
Tagalog			69¢	article	one pound.	
Spanish	It	cost	69¢		a pound.	

The above chart shows that the Asian languages do not require an equivalent to the English "it's." It also explains why the Asians have a tendency to use the numeral "one" instead of the indefinite article "a."

SECTION I: WEEKEND SPECIALS AT LEE'S MARKET

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from Lesson 33.

B. Suggested activities for review:

1. Have students converse with each other about bathrooms that are in bad condition.
2. Have students converse with each other about what time they get off work and what time they get up. Have them use expressions such as:

work late — at noon
sleep late — at midnight
get up late

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

SECTION I: WEEKEND SPECIALS AT LEE'S MARKET

OBJECTIVE

In this section you will learn to talk about some items on sale at a market.

LISTENING COMPREHENSION

[IMPORTANT NOTE: Use realia or replicas of food cartons, wrappers, etc. and/or magazine pictures of market items for this section (or T129).]

Listening and Identifying

T reads sale items - Cl listens

T: Bacon's on sale.
It's 75¢ a pound.
The regular price is 85¢ a pound.

[NOTE: Explain "Weekend Specials," "on sale," "regular price," and the abbreviations "reg.," "lb.," and "lbs."]

LISTENING COMPREHENSION

WEEKEND SPECIALS AT LEE'S MARKET

Bacon............	1 lb.	75¢	(Reg. 85¢)
Ground Beef......	1 lb.	69¢	(Reg. 79¢)
Sugar............	5 lbs.	59¢	(Reg. 70¢)
Butter...........	1 lb.	89¢	(Reg. 99¢)
Bananas..........	2 lbs.	29¢	(Reg. 39¢)

B. T cues and asks "yes-no" questions

- Cl / Gr / St ⟩ answers

T: Is bacon on sale?
Is it 75¢ a pound?
Is the regular price 85¢ a pound?

Repeating

T cues and models - Cl / Gr / St ⟩ repeats

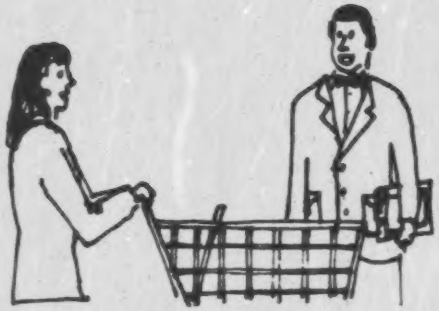
THE DIALOGUE

A. Show P247 or T130 and follow the usual procedure for presenting the dialogue.

B. Show dialogue on board or overhead for reading lesson.

[NOTE: Teach as a fixed expression: "all sold out."]

THE DIALOGUE



Maria Garcia is shopping at Lee's Market. She's looking for Dale's Coffee. It's on sale today.

Maria: Where's Dale's Coffee?
Ben: We're all sold out. I'm sorry.
Maria: Are you going to have some more tomorrow?
Ben: Yes, we are. We're going to get some more this afternoon.

PRACTICE

"Where's the bacon?"

A. Substitution Drills

1. T: Where's the coffee?
sugar
butter
(etc.)

2. T: Where are the bananas?
apples
(etc.)

B. Question and Answer Drill

T cues: T, Gr, St > asks - Cl, Gr, St > answers

OPTIONAL ACTIVITY

Have students practice the dialogue with each other, substituting the names of familiar items in the market.

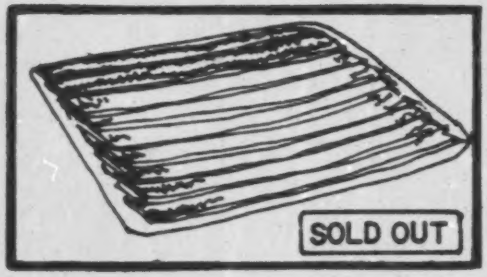
"We're going to get some more this afternoon"

Substitution Drill

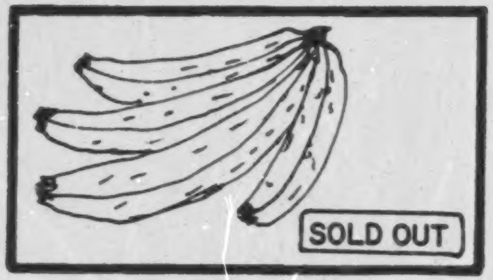
T: We're going to get some more this afternoon.
tomorrow
(etc.)

PRACTICE

"Where's the bacon?"



1. S-1: Where's the bacon?
S-2: We're all sold out.



2. S-1: Where are the bananas?
S-2: We're all sold out.

* * *

3. S-1: Where's the sugar?
S-2: We're all sold out.

4. S-1: Where are the apples?
S-2: We're all sold out.

"Are you going to have some more . . . ?"

A. Substitution Drill

T: Are you going to have some more bacon tomorrow?
butter
(etc.)

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

MINI-DIALOGUES

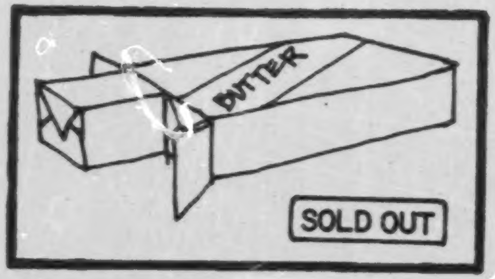
T cues and sets pattern:

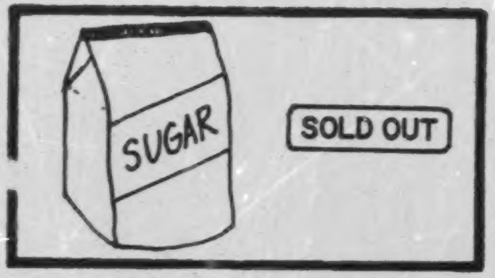
St asks - St answers

OPTIONAL ACTIVITIES

1. Substitution Drill
   T: Butter is on sale.
   Sugar
   (etc.)
2. Answer Drill
   T: What's on sale today?

"Are you going to have some more . . . ?"

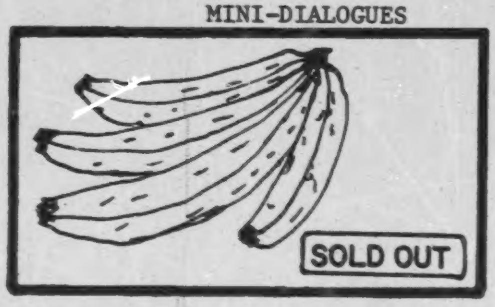


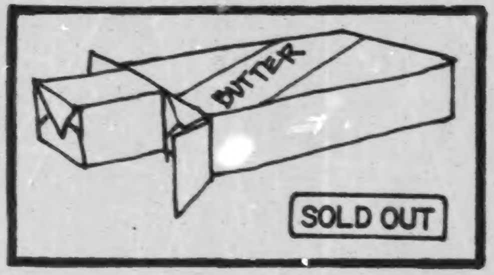


5. S-1: Are you going to have some more butter tomorrow?
   S-2: Yes, we are. We're going to get some more this afternoon.

6. S-1: Are you going to have some more sugar today?
   S-2: Yes, we are. We're going to get some more this afternoon.

MINI-DIALOGUES





1. S-1: Where are the bananas?
   S-2: We're all sold out.
   S-1: Are you going to have some more tomorrow?
   S-2: Yes, we are. We're going to get some more this afternoon.

2. S-1: Where's the butter?
   S-2: We're all sold out.
   S-1: Are you going to have some more tomorrow?
   S-2: Yes, we are. We're going to get some more tomorrow.

PRACTICE

"It's 69¢ a pound"

A. Substitution Drills

T models and cues - Cl / Gr / St > responds

B. Answer Drill

T cues and asks - Cl / Gr / St > answers

T: How much is butter?

"How much is bacon?"

A. Substitution Drill

T: How much is bacon?
butter
(etc.)

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

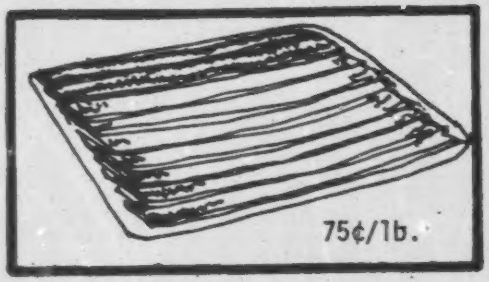
PRACTICE

"It's 69¢ a pound"

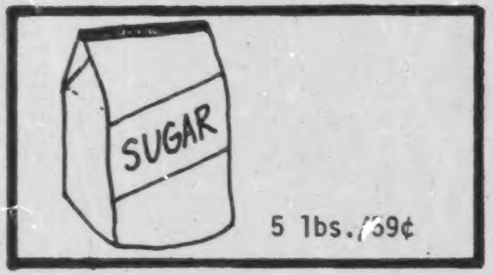
Substitution Drills

1. T: It's 69¢ a pound.	S: It's 69¢ a pound.
80¢	It's 80¢ a pound.
59¢	It's 59¢ a pound.
75¢	It's 75¢ a pound.
2. T: It's 5 lbs. for 59¢.	S: It's 5 lbs. for 59¢.
2 lbs. for 29¢	It's 2 lbs. for 29¢.
3 lbs. for 99¢	It's 3 lbs. for 99¢.
4 lbs. for 75¢	It's 4 lbs. for 75¢.

"How much is bacon?"



1. S-1: How much is bacon?
S-2: It's 75¢ a pound.



2. S-1: How much is sugar?
S-2: It's 5 pounds for 59¢.

CONTROLLED CONVERSATION

Lead students into conversations about the prices of familiar items at a market.

CONTROLLED CONVERSATION

S-1: What's on sale today?

S-2: Sugar, bacon, and coffee.

S-1: How much is sugar?

S-2: It's 5 pounds for 59 cents.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., C., and D. Have students follow directions as noted in the student leaflet.

E. Follow the usual procedure for practicing reading.

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on page 3.

D. Read the Practice exercises on page 3.

E. Read:

Weekend Specials

There are weekend specials at Lee's Market. Apples are 3 pounds for 50 cents. Coffee is 79 cents a pound. Bacon is also on sale for 75 cents a pound, but Ben Lee is all sold out. He's going to get some more tomorrow.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers.

1. Are there weekend specials at Lee's Market?
   ____
2. How much is coffee? ______________
3. How ______________________________
   It's 75 cents a pound.
4. How much are apples?
   ____
5. Does he have some bacon? __________
6. ______________________ tomorrow? Yes, he is.

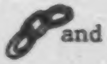
SECTION II: INFORMATION, PLEASE

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. T draws a link chain  and a girl's face on the board (or shows T131) and models "chain" and "Jane" - Cl listens
2. Have students point to the proper picture as you call out the words.
3. T shows P248 or T131 (facial diagrams) and demonstrates formation of /tš/ and /dž/.
4. T models - Cl, Gr, St repeats

[NOTE: Have students feel their vocal chords as they pronounce the words.]

SECTION II: INFORMATION, PLEASE

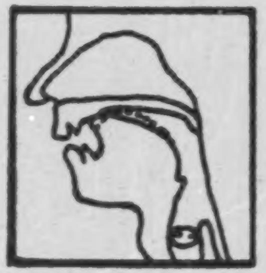
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask for a telephone number from Information.
3. Learn to handle a wrong number call.

PRONUNCIATION



/tš/ chain

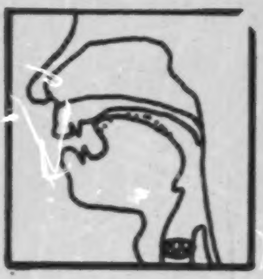
cheap

cheer

choke

etching

a cheap etching



/dž/ Jane

jeep

jeer

joke

edging

match the edging

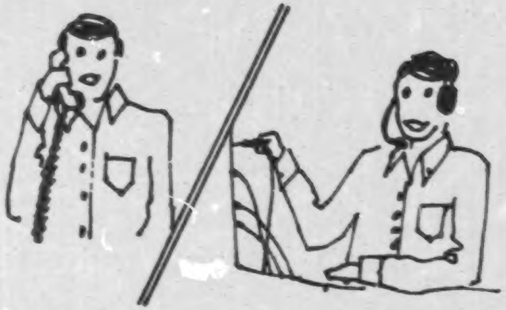
THE DIALOGUE

A. Set the scene (or show T132) and follow the usual procedure for presenting the dialogue.

[NOTE: Explain the procedure for using the services of the Information operator. Give the number for Information in your area.]

B. Show dialogue on overhead or have students open their leaflets for reading lesson.

THE DIALOGUE



Ben Lee wants to call Harry Lew. He doesn't know his number, and he can't find the telephone directory. So he dials 411 for the Information operator.

Ben Lee: Please give me the number for Harry Lew.
Operator: How do you spell the last name?
Ben Lee: L-E-W.
Operator: In what city?
Ben Lee: Los Angeles.
Operator: It's 799-8411.

PRACTICE

"Please give me the number . . ."

Substitution Drill

T models and cues with names of students
- C1 responds

T: Please give me the number for Harry Lew.
Tony Lopez
(etc.)

MINI-DIALOGUE

T sets pattern and cues with students' names:

St asks - St responds

MINI-DIALOGUE

S-1: Please give me the number for Roy Tanabe.
S-2: Please spell the last name.
S-1: T-A-N-A-B-E.

CONTROLLED CONVERSATION

Have students carry on telephone conversations with each other, using their own information.

CONTROLLED CONVERSATION

S-1: Please give me the number for Roy Tanabe.
S-2: How do you spell the last name?
S-1: T-A-N-A-B-E.
S-2: In what city?
S-1: Los Angeles.
S-2: It's 934-2627.

EXTENSION DIALOGUE

A. Set the scene and follow the usual procedure for presenting the dialogue.

B. Show dialogue on board for reading lesson.

EXTENSION DIALOGUE

Ben Lee is calling Harry Lew on the telephone.

Ben: Is Harry there?
Voice: I think you have the wrong number.
Ben: Is this 799-8411?
Voice: No, it isn't.
Ben: I'm sorry.

CONTROLLED CONVERSATION

Have students carry on conversations involving wrong numbers, substituting their own information.

T sets pattern: St asks - St answers

CONTROLLED CONVERSATION

S-1: Is Maria there?
S-2: I think you have the wrong number.
S-1: Is this 478-5926?
S-2: No, it isn't.
S-1: I'm sorry.

READING AND WRITING

A. and B. Have students follow directions as noted in the student leaflet.

READING AND WRITING

A. Complete the sentences in the following dialogues, using your own information.

1. S: Please ________ the number for __________

Operator: How ____________________ name?

S: ______________________________

Operator: In what ______________________

S: ______________________________

Operator: It's _________________________

2. S-1: Is ____________________ there?

S-2: I think ______________________

S-1: Is this ______________________

S-2: No, __________________________

S-1: ______________________________

B. Read your telephone conversations with a classmate.

Los Angeles Unified School District
Asian Project - ABE
AP-203483

LESSON THIRTY-FOUR - STUDENT LEAFLET
SECTION I: Weekend Specials at Lee's Market
SECTION II: Information, Please

LESSON THIRTY-FOUR

SECTION I: WEEKEND SPECIALS AT LEE'S MARKET

OBJECTIVE

In this section you will learn to talk about some items on sale at a market.

- -

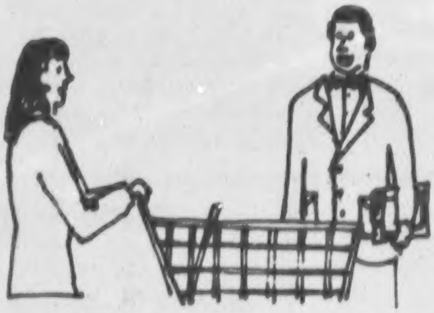
LISTENING COMPREHENSION

Weekend Specials at Lee's Market

Bacon..........	1 lb.	75¢	(Reg. 85¢)
Ground Beef.....	1 lb.	69¢	(Reg. 79¢)
Sugar..........	5 lbs.	59¢	(Reg. 70¢)
Butter..........	1 lb.	89¢	(Reg. 99¢)
Bananas.........	2 lbs.	29¢	(Reg. 39¢)

- -

THE DIALOGUE



Maria Garcia is shopping at Lee's Market.

She's looking for Dale's Coffee. It's on sale today.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

Maria: Where's Dale's Coffee?

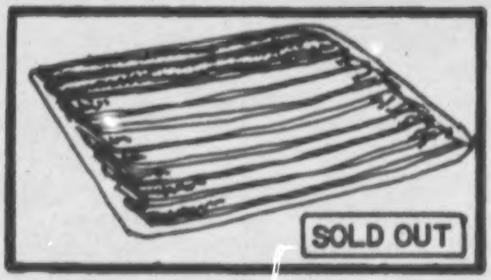
Ben Lee: We're all sold out. I'm sorry.

Maria: Are you going to have some more tomorrow?

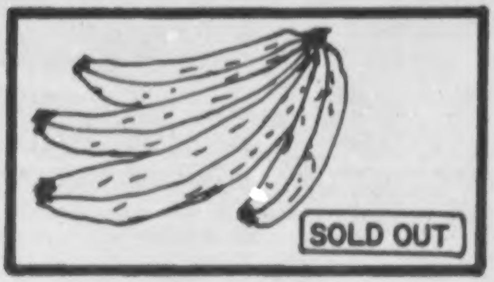
Ben: Yes, we are. We're going to get some more this afternoon.

PRACTICE

"Where's the bacon?"



1. S-1: Where's the bacon?
S-2: We're all sold out.



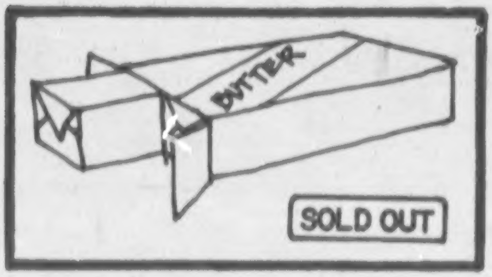
2. S-1: Where are the bananas?
S-2: We're all sold out.

* * *

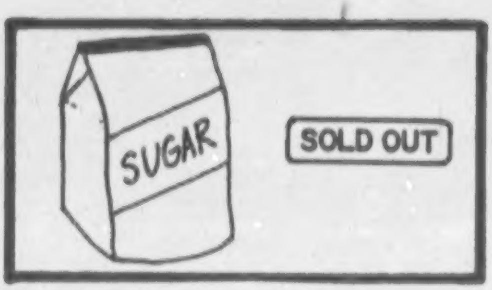
3. S-1: Where's the sugar?
S-2: We're all sold out.

4. S-1: Where are the apples?
S-2: We're all sold out.

"Are you going to have some more . . . ?"

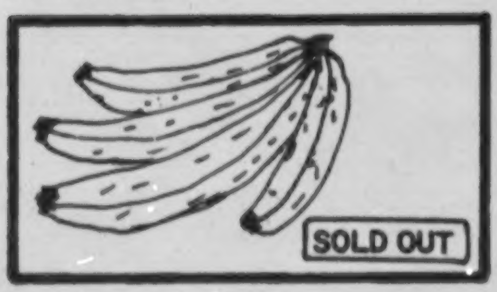


5. S-1: Are you going to have some more butter tomorrow?
S-2: Yes, we are. We're going to get some more this afternoon.

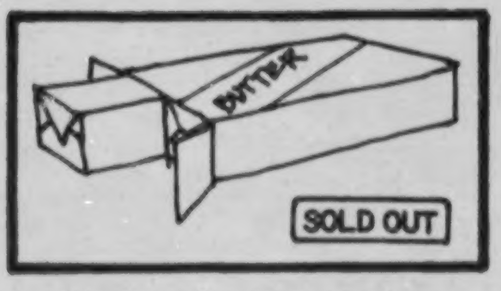


6. S-1: Are you going to have some more sugar today?
S-2: Yes, we are. We're going to get some more this afternoon.

MINI-DIALOGUES



1. S-1: Where are the bananas?
   S-2: We're all sold out.
   S-1: Are you going to have some more tomorrow?
   S-2: Yes, we are. We're going to get some more this afternoon.



2. S-1: Where's the butter?
   S-2: We're all sold out.
   S-1: Are you going to have some more tomorrow?
   S-2: Yes, we are. We're going to get some more tomorrow.

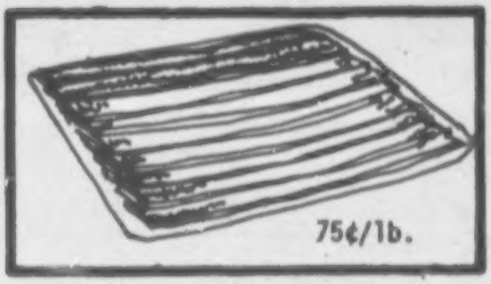
PRACTICE

"It's 69¢ a pound"

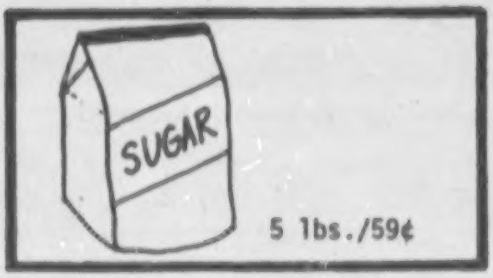
Substitution Drills

1. T: It's 69¢ a pound.	S: It's 69¢ a pound.
80¢	It's 80¢ a pound.
59¢	It's 59¢ a pound.
75¢	It's 75¢ a pound.
2. T: It's 5 lbs. for 59¢.	S: It's 5 lbs. for 59¢.
2 lbs. for 29¢	It's 2 lbs. for 29¢.
3 lbs. for 99¢	It's 3 lbs. for 99¢.
4 lbs. for 75¢	It's 4 lbs. for 75¢.

"How much is bacon?"



1. S-1: How much is bacon?
   S-2: It's 75¢ a pound.



2. S-1: How much is sugar?
   S-2: It's 5 pounds for 59¢.

CONTROLLED CONVERSATION

S-1: What's on sale today?

S-2: Sugar, bacon, and coffee.

S-1: How much is sugar?

S-2: It's 5 pounds for 59 cents.

READING

A. Read the lesson items on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on page 3.

D. Read the Practice exercises on page 3.

E. Read:

Weekend Specials

There are weekend specials at Lee's Market. Apples are 3 pounds for 50 cents. Coffee is 79 cents a pound. Bacon is also on sale for 75 cents a pound, but Ben Lee is all sold out. He's going to get some more tomorrow.

WRITING

Write the questions or answers.

1. Are there weekend specials at Lee's Market?

____

2. How much is coffee?

____

3. How ______________________________

It's 75 cents a pound.

4. How much are apples?

____

5. Does he have some bacon?

____

6. ______________________________ tomorrow?

Yes, he is.

SECTION II: INFORMATION, PLEASE

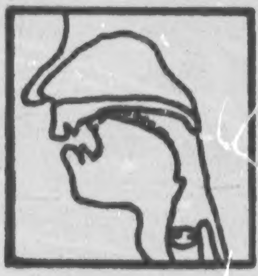
[NOTE: Put away your leaflet until time for Reading.]

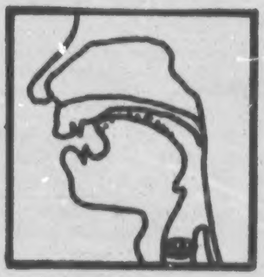
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask for a telephone number from Information.
3. Learn to handle a wrong number call.

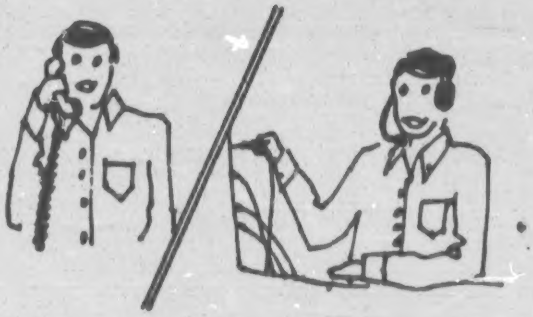
PRONUNCIATION





/tš/ chain	/dž/ Jane
cheap	jeep
cheer	jeer
choke	joke
etching	edging
a cheap etching	match the edging

THE DIALOGUE



Ben Lee wants to call Harry Lew. He doesn't know his number, and he can't find the telephone directory. So he dials 411 for the Information operator.

Ben Lee: Please give me the number for Harry Lew.

Operator: Please spell the last name.

Ben: L-E-W.

Operator: In what city?

Ben: Los Angeles.

Operator: It's 799-8411.

MINI-DIALOGUE

S-1: Please give me the number for Roy Tanabe.

S-2: Please spell the last name.

S-1: T-A-N-A-B-E.

CONTROLLED CONVERSATION

S-1: Please give me the number for Roy Tanabe.

S-2: How do you spell the last name?

S-1: T-A-N-A-B-E.

S-2: In what city?

S-1: Los Angeles.

S-2: It's 934-2627.

EXTENSION DIALOGUE

Ben Lee is calling Harry Lew on the telephone.

Ben Lee: Is Harry there?

Voice: I think you have the wrong number.

Ben: Is this 799-8411?

Voice: No, it isn't.

Ben: I'm sorry.

CONTROLLED CONVERSATION

S-1: Is Maria there?

S-2: I think you have the wrong number.

S-1: Is this 478-5926?

S-2: No, it isn't.

S-1: I'm sorry.

READING AND WRITING

A. Complete the sentences in the following dialogues, using your own information.

1. S: Please ________________ the number for ______________

Operator: How ________________________________ name?

S: ____

Operator: In what ______________________

S: ____

Operator: It's ________________________

2. S-1: Is ______________________________ there?

S-2: I think ____

S-1: Is this __________________________

S-2: No, ______________________________

S-1: ________________________________

B. Read your telephone conversations with a classmate.

LESSON THIRTY-FOUR: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of food items on sale and telephone numbers and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What's on sale today? (Coffee is on sale today.)	1 2 3 4 5	1 2 3 4 5
2. Have student ask: (How much is coffee?)	1 2 3 4 5	1 2 3 4 5
3. Have student answer question #2: (It's 79¢ a pound.)	1 2 3 4 5	1 2 3 4 5
4. Have student ask: (Are you going to have some more butter tomorrow?)	1 2 3 4 5	1 2 3 4 5
5. Have student answer question #4: (Yes, we are. We're going to get/have some more tomorrow.)	1 2 3 4 5	1 2 3 4 5
6. Have student ask for a telephone number from the Information operator.	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. Sugar's on sale.
2. The regular price is 89¢ a pound.
3. We're all sold out.
4. They're two pounds for 25¢.
5. Ground beef's on sale.
6. Coffee's on sale.
7. Circle "chain."
8. He's calling for information.

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

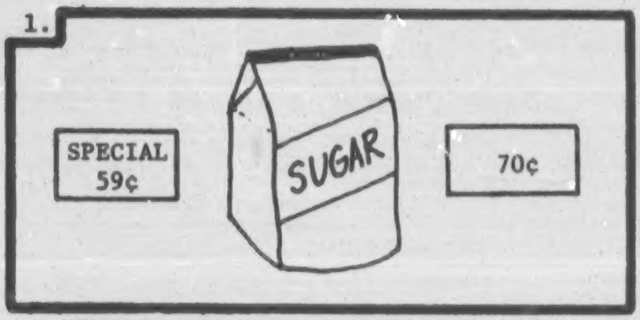
LESSON THIRTY-FOUR: STUDENT EVALUATION FORM

I. Oral Exercises

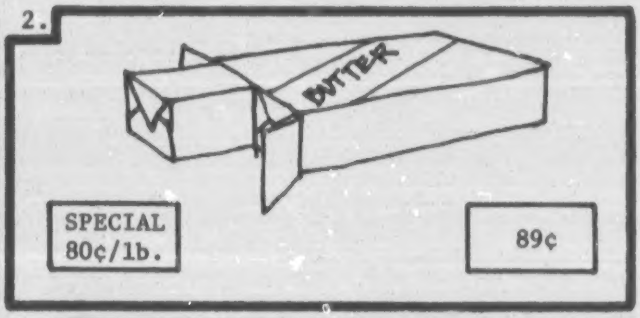
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

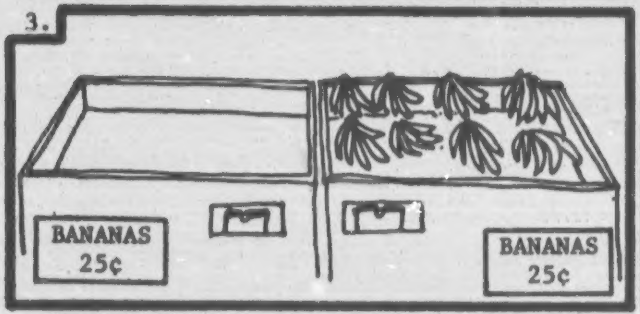
1.


SPECIAL 59¢
SUGAR
70¢

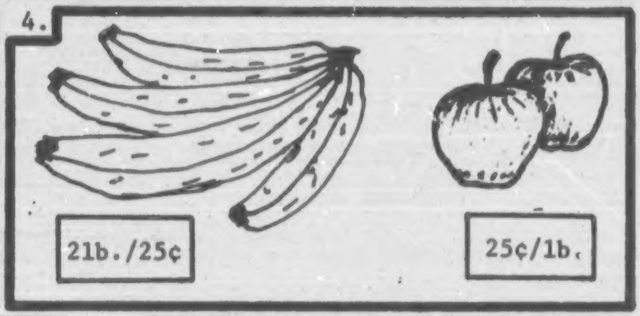
2.


BUTTER
SPECIAL 80¢/1b.
89¢

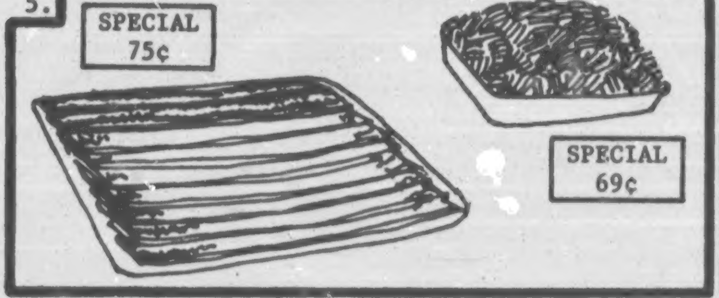
3.


BANANAS 25¢
BANANAS 25¢

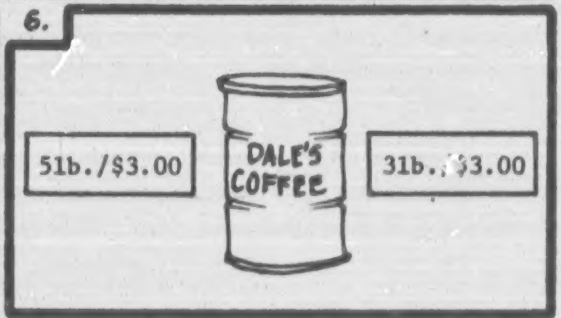
4.



5.


SPECIAL 75¢
SPECIAL 69¢

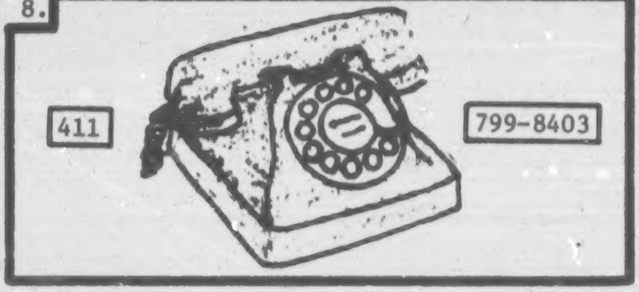
6.


51b./$3.00
DALE'S COFFEE
31b./$3.00

7.

chain Jane

8.


411
799-8403

III. READING

Directions: Circle the correct answers.

1. What's __________ sale today?

of

at

on

2. How much __________ coffee?

are

is

am

3. We're __________ to get some more tomorrow.

going

go

goes

4. Are you going to ______ some more butter tomorrow?

had

has

have

5. We're all ________ out.

sell

sold

sells

6. Please __________ me the number of Harry Lew.

have

give

take

- -

IV. WRITING

Directions: Read the story. Write the correct words.

Maria Garcia likes the ______________________ specials at the market. __________________ are 2 pounds for 29 cents. Ground beef is 79 cents a _____________________. Sugar is 5 __________________ for 59 cents but they're all sold __________________. They're going to ______________ some more next week.

Words to Copy

weekend

apple

bananas

pound

pounds

is

are

out

get

LESSON THIRTY-FOUR

第三十四課

SECTION I: WEEKEND SPECIALS AT LEE'S MARKET

第一節：李氏食品市場週末特價

OBJECTIVE

學習目標

In this section you will learn to talk about some items on sale at a market.

在這一節裡，你們要學習談論關於食品市場裡一些廉價品。

THE DIALOGUE

對話

Maria Garcia is shopping at Lee's Market. She's looking for Dale's Coffee. It's on sale today.

Maria Garcia 在李氏食品市場買(一些)東西。她要找 Dale 牌咖啡。今天大減價。

Maria:	Where's Dale's Coffee?	Dale 牌咖啡(放)在那裡?
Ben Lee:	We're all sold out. I'm sorry.	對不起，賣光了。
Maria:	Are you going to have some more tomorrow?	明天會有嗎?
Ben:	Yes, we are. We're going to to get some more this afternoon.	有。我們今天下午添貨。

SECTION II: INFORMATION PLEASE　請接服務台

OBJECTIVES　學習目標

In this section you will:	在這一節裡，你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to ask for a telephone number from information.	二、學習向服務台詢問電話號碼。
3. Learn to handle a wrong number call.	三、學習對付撥錯電話。

THE DIALOGUE　對話

Ben Lee wants to call Harry Lew. He doesn't know his number and he can't find the telephone directory. So he dials 411 for the Information operator.

Ben Lee 要打電話給Harry Lew。他不知道號碼。電話簿也找不到。所以他撥411號碼查問服務台接線生。

Ben Lee:	Please give me the number for Harry Lew.	請給我 Harry Lew 的號碼。
Operator:	How do you spell the last name?	他的姓怎麼拼？
Ben:	L-E-W.	L-E-W.
Operator:	In what city?	在哪個城市？

Ben: Los Angeles.	洛杉磯。
Operator: It's 799-8411.	是 799 - 8411 號。

EXTENSION DIALOGUE	對話引申
Ben Lee is calling Harry Lew on the telephone.	Ben Lee 打電話給 Harry Lew。
Ben Lee: Is Harry there?	Harry 在嗎?
Voice: I think you have the wrong number.	我想你撥錯號碼了
Ben: Is this 799-8411?	你是 799 - 8411 嗎?
Voice: No, it isn't.	不是，錯了。
Ben. I'm sorry.	對不起。

NOTES	應注意事項
1. In America, food markets also have sales. They often have signs reading: "Weekend Specials" or "Sale."	一、在美國食品市場也有大減價。時常有招牌寫："週末特價"或"大減價"。

2. Items like "butter," "bacon," "coffee," "sugar," etc. cannot be counted. They are called mass nouns. The plural "-s" is usually not attached to there. Thus, one says: "Are you going to have some butter tomorrow?" but not *"Are you going to have some butters tomorrow?"

3. Note that it is more common to say "a pound: than "one pound" in English. Learn to use "it's" and the indefinitive article "a" as in "It's 69¢ a pound."

二、物品像牛油，醃燻肉，咖啡，砂糖等是不能數算的。這些叫集體名詞，平常多數不用加"s"。因此，說：
"Are you going to have some butter tomorrow?" (明天你要些牛油嗎?) 而不說：
"Are you going to have some butters tomorrow?"

三、注意英文 "a pound" (一磅) 比 "one pound" 常用。學習使用 "it's" 和不定冠詞 "a"。
如："It's 69¢ a pound."
(一磅六毛九)

Los Angeles Unified School District
Asian Project - ABE
AP-213583

LESSON THIRTY-FIVE - LESSON GUIDE
SECTION I: The Washing Machine Doesn't Work
SECTION II: Review

LESSON THIRTY-FIVE

OBJECTIVES

Listening Comprehension: Student will be able to identify names of some small and large electrical appliances for the home like a toaster, fan, dryer, washing machine, etc.

Listening and Speaking: Student will be able to:

1. Discuss home appliance problems with a repairman.
2. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 31-34.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

- -

SYNOPSIS OF STRUCTURES

New:	What's wrong with the iron?	It doesn't work.
Review:	Do you repair toasters?	Yes, we do/No, we don't.
	Can you fix it?	Yes, I can/No, I can't.
		We can send a man tomorrow.
	What are you going to do on Saturday?	I'm going to fix the shower.
	What's the matter with it?	It leaks.
	Were you at work?	Yes, I was/No, I wasn't.
	Why were you absent?	I had a bad cold.
	Where's the coffee?	We're all sold out.
	What did Yoko give him?	She gave him a record album.
Fixed Expressions:	What about Sunday?	
	I'm glad to see you.	
	Let's see.	
	Bring it in.	

INSTRUCTIONAL AIDS

Drill pictures:
P249 - a toaster and a coffee maker
P250 - an iron and a fan
P251 - a refrigerator and a stove
P252 - a washing machine and a dryer
P253 - Dialogue (The washing machine doesn't work)
Also: P98-108 - ailments
P242-3 - a bathroom in bad condition

Transparencies:
T133 - a toaster, a coffee maker, an iron, a fan; a refrigerator, a stove, a washing machine, a dryer
T134 - Dialogue (The washing machine doesn't work)
T135 - Dialogue (What are you going to do on Saturday?)
Also: T41, 43 - ailments
T125 - a bathroom in bad condition
T129 - foods on sale

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

SECTION I: THE WASHING MACHINE DOESN'T WORK

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows P249-252 or T133 and identifies
- Cl listens

B. T cues and asks "yes-no" questions

$$- \left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle \text{answers}$$

[NOTE: Drill on "small" and "large" appliances and on identity of items.]

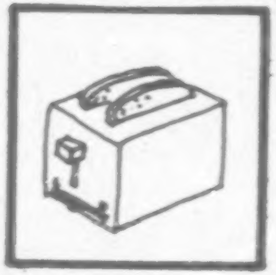
SECTION I: THE WASHING MACHINE DOESN'T WORK

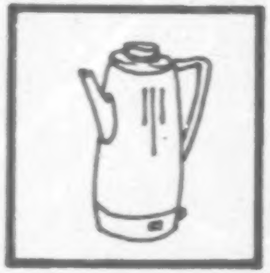
OBJECTIVE

In this section you will learn to talk with a repairman about problems with your home appliance.

LISTENING COMPREHENSION

SMALL APPLIANCES FOR THE HOME


a toaster


a coffee maker

Repeating

T cues and models - Cl
Gr > repeats
St

Answering

T cues and asks - Cl
Gr > answers
St

T: What's this?

THE DIALOGUE

A. Show P253 and T134 and set the scene as described in the paragraph.

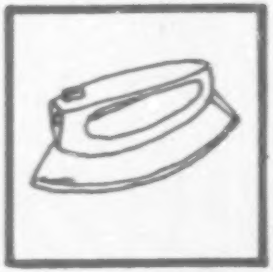
B. Follow the usual procedure for presenting a dialogue.

[NOTE: 1. Explain the function of the Yellow Pages.

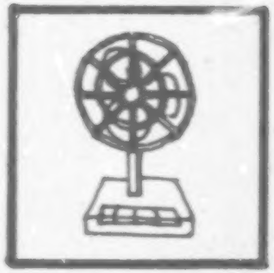
2. Teach the following as fixed expressions:

I'm glad to see you.

Let's see!]

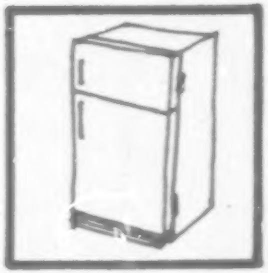


an iron

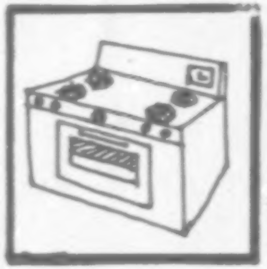


a fan

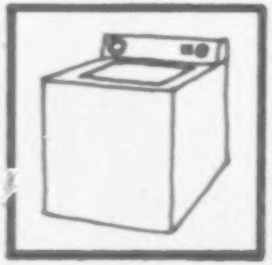
LARGE APPLIANCES FOR THE HOME



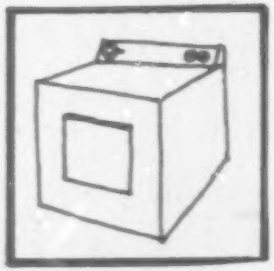
a refrigerator



a stove

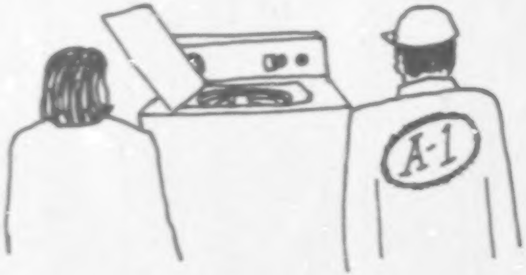


a washing machine



a dryer

THE DIALOGUE



May Lee's washing machine doesn't work. She looked in the Yellow Pages for an appliance repair company. She called the A-1 Appliance Service.

C. Ask comprehension questions about the story.

D. Show the dialogue on board or overhead for reading lesson.

Repairman: Hello. I'm from A-1 Service.
May Lee: I'm glad to see you. The washing machine's in the kitchen.
Repairman: What's wrong with it?
May Lee: It doesn't run. Can you fix it?
Repairman: Let's see. Yes, I can fix it.
May Lee: That's good!

- -

PRACTICE

"The washing machine doesn't work"

A. Substitution Drills

1. T: The washing machine doesn't work.
   refrigerator
   (etc.)

2. T: The dryer doesn't work.
   start
   stop

B. Answer Drill

T cues and asks - Cl
Gr
St
answers

T: What's wrong with the washing machine?

"What's wrong with the iron?"

A. Substitution Drill

T: What's wrong with the iron?
refrigerator
(etc.)

PRACTICE

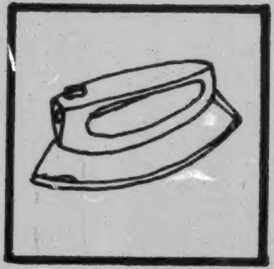
"What's wrong with the iron?"

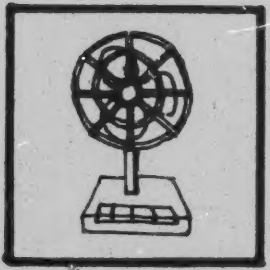
B. Question and Answer Drill

T gives picture and word cues:

T, Gr, St > asks - Cl, Gr, St > answers

T: (Show iron.)
work





1. S-1: What's wrong with the iron?
   S-2: It doesn't work.

2. S-1: What's wrong with the fan?
   S-2: It doesn't start.

* * *

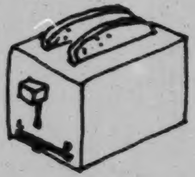
3. S-1: What's wrong with the washing machine?
   S-2: It doesn't stop.

4. S-1: What's wrong with the dryer?
   S-2: It doesn't work.

CONTROLLED CONVERSATION

Lead students into conversations about appliances that don't work.

CONTROLLED CONVERSATION



S-1: What's wrong with your toaster?

S-2: It doesn't work. Can you fix it?

S-1: Yes, I can.

S-2: That's good.

EXTENSION DIALOGUE #1

A. Set the scene for May Lee's call to an appliance repair service.

B. Present the dialogue, following the usual procedure.

EXTENSION DIALOGUE #1

Telephone Voice: A-1 Appliance Service.
May Lee: Do you repair Mayfair washing machines?
Voice: Yes, we do. What's wrong with your machine?
May Lee: I don't know. It doesn't work.
Voice: We can send a man tomorrow.

"Do you repair . . . ?"

A. Substitution Drill

T: Do you repair Mayfair washing machines?
dryers
(etc.)

B. Question and Answer Drill

T cues: T, Gr, St > asks - Cl, Gr, St > answers

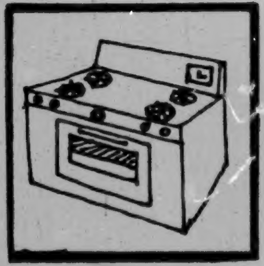
S-1: Do you repair Mayfair washing machines?
S-2: Yes, we do/No, we don't.

MINI-DIALOGUES

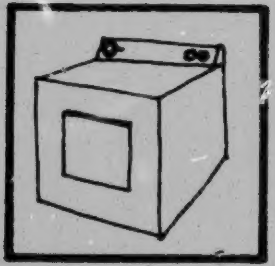
T cues and sets pattern:

St asks - St answers

MINI-DIALOGUES



1. S-1: Do you repair Mayfair stoves?
S-2: Yes, we do. We can send a man tomorrow.



2. S-1: Do you repair Mayfair dryers?
S-2: Yes, we do. We can send a man tomorrow.

EXTENSION DIALOGUE #2

A. Set the scene for Kay Nelson's call to an appliance repair service.

B. Present the dialogue, following the usual procedure.

EXTENSION DIALOGUE #2

Telephone Voice: A-1 Appliance Service.
Kay Nelson: Do you repair toasters?
Voice: Yes, we do. Bring it in.

MINI-DIALOGUES

Lead students into telephone conversations with an appliance repair service.

MINI-DIALOGUE

S-1: A-1 Appliance Service.
S-2: Do you repair irons?
S-1: Yes, we do. Bring it in.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., C., and D. Have students follow directions as noted in the student leaflet.

READING

A. Read the lesson items on page 1.
B. Read the Practice exercises on pages 2 and 3.
C. Read the Controlled Conversation on page 3.
D. Read the Extension Dialogue and Mini-dialogue on page 4.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the lesson story on page 2.

1. Where did May Lee look for an appliance repair company?
   ____

2. What company did she call?
   ____

3. Where's the washing machine?
   ____

4. ____________ with the machine?
   ____

5. ______________ the machine?
   Yes, he can.

SECTION II: REVIEW

[NOTE: Have students put away their leaflets until time for reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

THE DIALOGUE

A. Set the scene for the dialogue: Tama and Bill are discussing plans for the weekend.

B. Follow the usual procedure for presenting the dialogue.

C. Show the dialogue on board or overhead (T135) for reading lesson.

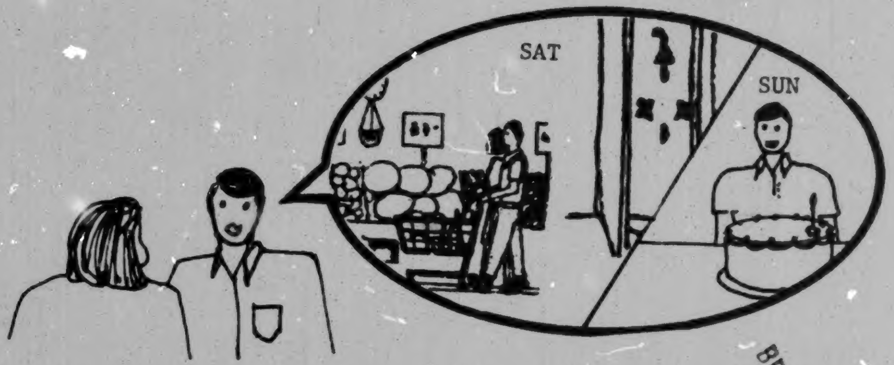
SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice talking about some future activities, birthday parties and birthday presents, a bathroom in bad condition, reasons for absence from school or work, and items on sale at a market.

THE DIALOGUE



Tama: What are you going to do on Saturday?

Bill: I'm going to take my wife to the market.
Then I'm going to fix the shower.

Tama: What about Sunday?

Bill: We're going to give Ben a surprise party.
It was his birthday yesterday.

PRACTICE

"What are you going to do on Saturday?"

A. Ask the students what they are going to do on the coming weekend and list the activities on the board.

B. Substitution Drill

T cues with activities listed on the board

Cl
- Gr > responds
St

C. Question and Answer Drill

Have students converse with each other, selecting those activities that they actually intend to carry out next weekend.

MINI-DIALOGUES

"What's the matter with it?"

T cues with P242-3 or T125 and sets pattern:

Gr > asks - Gr > answers
St   St

PRACTICE

"What are you going to do on Saturday?"

A. Substitution Drill

T: I'm going to:
fix the shower
fix the toilet
fix the faucet
fix the pipe
fix the roof
fix the window

work late
go to bed late
get up late
sleep late
get up at noon
____

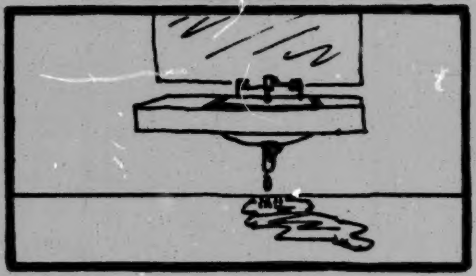
B. Question and Answer Drill

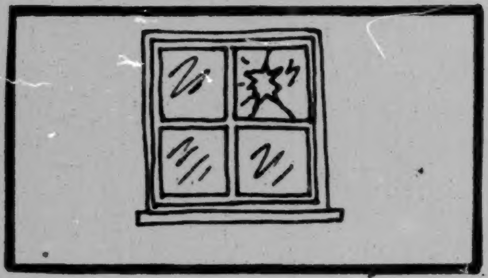
1. S-1: What are you going to do on Sunday?
S-2: I'm going to sleep late.

2. S-1: What are you going to do on Saturday?
S-2: I'm going to fix the roof.

MINI-DIALOGUES

"What's the matter with it?"





1. S-1: What are you going to do tomorrow?
S-2: I'm going to fix the pipe.
S-1: What's the matter with it?
S-2: It leaks.

2. S-1: What are you going to do tomorrow?
S-2: I'm going to fix the window.
S-1: What's the matter with it?
S-2: It's broken.

"Why were you absent?"

T cues with P98-108 or T41, 43 and sets pattern:

Gr   Gr
St > asks - St > answers

"We're all sold out"

T cues with food pictures (or T129) and sets pattern:

Gr   Gr
St > asks - St > answers

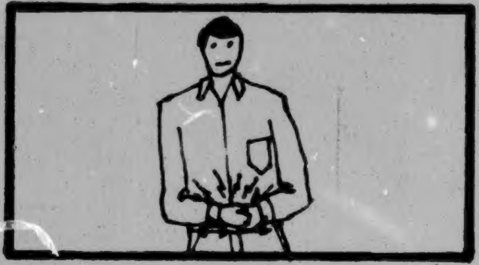
OPTIONAL ACTIVITY

A. Divide students into groups according to lesson situations.

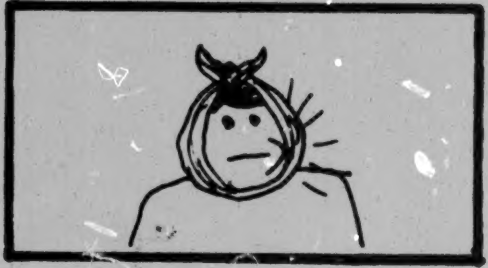
B. Distribute appropriate drill pictures or realia to each group.

C. Have students carry on conversations with each other in the context of their particular situations, using the structures being reviewed.

"Why were you absent?"

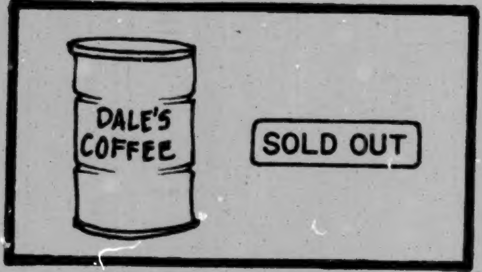


3. S-1: Were you at work yesterday?
S-2: No, I wasn't.
S-1: Why were you absent?
S-2: I had a stomach ache.

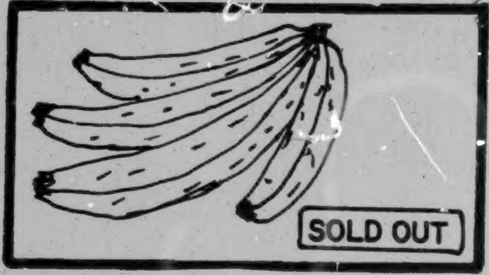


4. S-1: Was he at work yesterday?
S-2: No, he wasn't.
S-1: Why was he absent?
S-2: He had a toothache.

"We're all sold out"



5. S-1: Where's the coffee?
S-2: We're all sold out.
S-1: Are you going to have some more tomorrow?
S-2: Yes, we are. We're going to get some more this afternoon.



6. S-1: Where are the bananas?
S-2: We're all sold out.
S-1: Are you going to have some more tomorrow?
S-2: Yes, we are. We're going to get some more this afternoon.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

READING

A. Read the Practice exercises on pages 5 and 6.

B. Read the Mini-dialogues on pages 6 and 7.

C. Read:

Mario's Party

Last Sunday was Mario Gomez's birthday. He and his friends had a party. They danced, talked, and listened to records. Mario's friends gave him many presents. Yoko Takata gave him a photo album. Sam Lee gave him a pen and pencil set. Jane Kono gave him a wallet. Mario was very happy.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Answer the questions about the story in Reading.

1. Why did Mario and his friends have a party last Saturday?

____

2. What did they do at the party?

____

3. What did Sam give Mario?

____

4. What did Yoko give him?

____

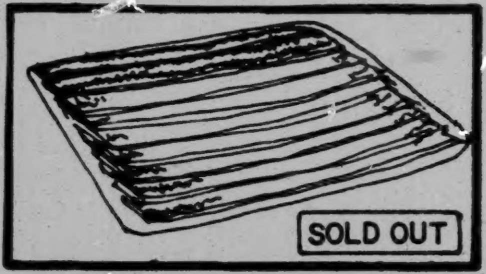
5. Did Jane give him a purse?

____

6. What did she give him?

____

B. Write questions and answers about the pictures.

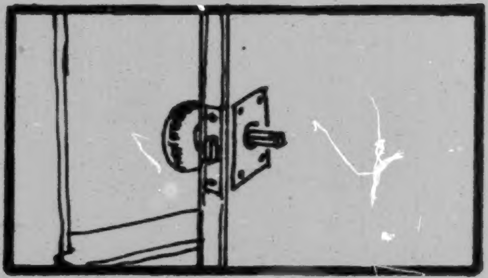


1. S-1: ________________

S-2: We're all sold out.

S-1: Are you going to have some tomorrow?

S-2: Yes, ______________



2. S-1: ________________ tomorrow?

S-2: I'm going to fix the ________

S-1: What's the matter with it?

S-2: ____________________

Los Angeles Unified School District
Asian Project - ABE
AP-203583

LESSON THIRTY-FIVE - STUDENT LEAFLET
SECTION I: The Washing Machine Doesn't Work
SECTION II: Review

LESSON THIRTY-FIVE

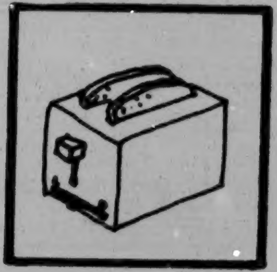
SECTION I: THE WASHING MACHINE DOESN'T WORK

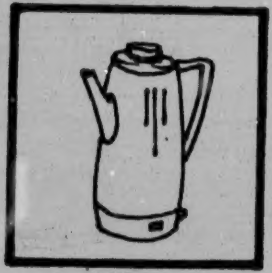
OBJECTIVE

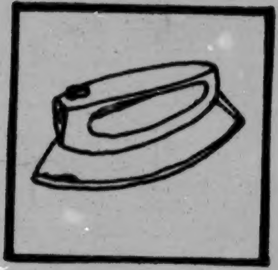
In this section you will learn to talk with a repairman about problems with your home appliances.

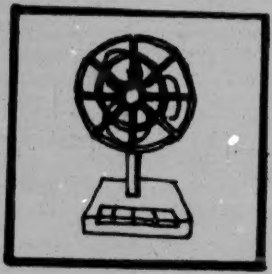
LISTENING COMPREHENSION

SMALL APPLIANCES FOR THE HOME

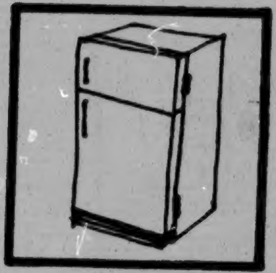

a toaster

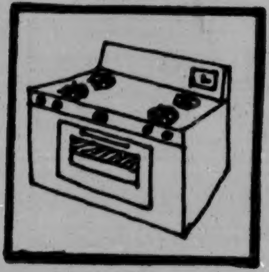

a coffee maker

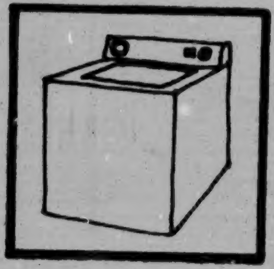

an iron

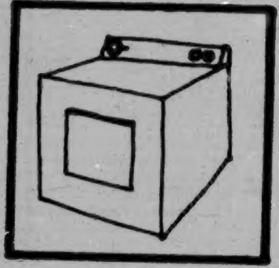

a fan

LARGE APPLIANCES FOR THE HOME


a refrigerator

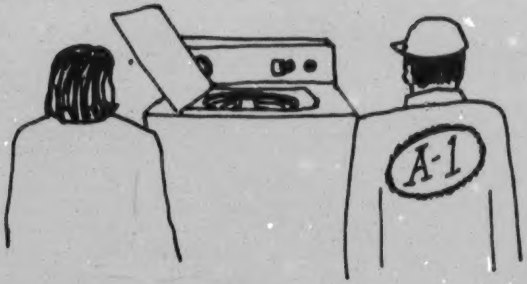

a stove


a washing machine


a dryer

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



May Lee's washing machine doesn't work. She looked in the Yellow Pages for an appliance repair company. She called the A-1 Appliance Service.

Repairman: Hello. I'm from A-1 Service.

May Lee: I'm glad to see you. The washing machine's in the kitchen.

Repairman: What's wrong with it?

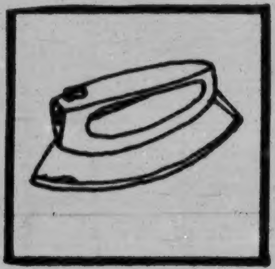
May Lee: It doesn't run. Can you fix it?

Repairman: Let's see. Yes, I can fix it.

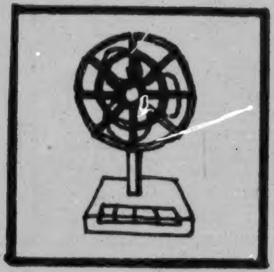
May Lee: That's good!

PRACTICE

"What's wrong with the iron?"



1. S-1: What's wrong with the iron?
   S-2: It doesn't work.

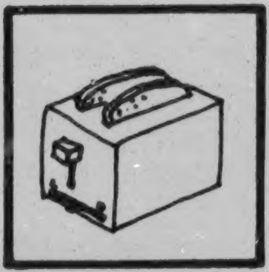


2. S-1: What's wrong with the fan?
   S-2: It doesn't start.

3. S-1: What's wrong with the washing machine?
S-2: It doesn't stop.

4. S-1: What's wrong with the dryer?
S-2: It doesn't work.

CONTROLLED CONVERSATION

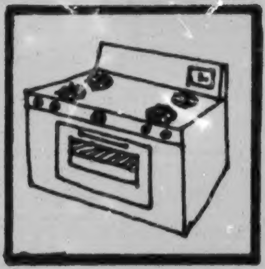


S-1: What's wrong with your toaster?
S-2: It doesn't work. Can you fix it?
S-1: Yes, I can.
S-2: That's good.

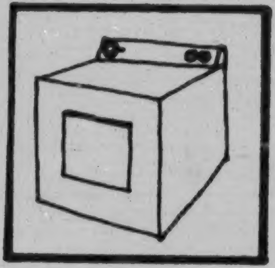
EXTENSION DIALOGUE #1

Telephone Voice: A-1 Appliance Service.
May Lee: Do you repair Mayfair washing machines?
Voice: Yes, we do. What's wrong with your machine?
May Lee: I don't know. It doesn't work.
Voice: We can send a man tomorrow.

MINI-DIALOGUES



1. S-1: Do you repair Mayfair stoves?
S-2: Yes, we do. We can send a man tomorrow.



2. S-1: Do you repair Mayfair dryers?
S-2: Yes, we do. We can send a man tomorrow.

EXTENSION DIALOGUE #2

Telephone Voice: A-1 Appliance Service.
Kay Nelson: Do you repair toasters?
Voice: Yes, we do. Bring it in.

MINI-DIALOGUE

S-1: A-1 Appliance Service.
S-2: Do you repair irons?
S-1: Yes, we do. Bring it in.

READING

A. Read the lesson items on page 1.
B. Read the Practice exercises on pages 2 and 3.
C. Read the Controlled Conversation on page 3.
D. Read the Extension Dialogue and Mini-dialogue on this page.

WRITING

Write the questions or answers about the lesson story on page 2.

1. Where did May Lee look for an appliance repair company?

____

2. What company did she call?

____

3. Where's the washing machine?

____

4. ____________________________________ with the machine?

____

5. ____ the machine?

Yes, he can.

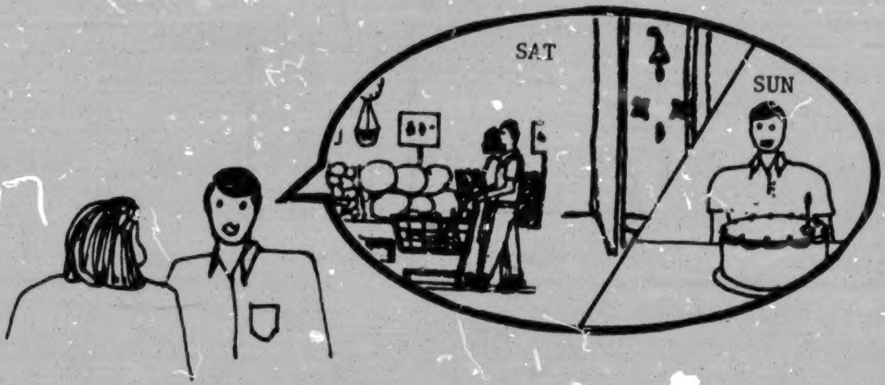
SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice talking about some future activities, birthday parties and birthday presents, a bathroom in bad condition, reasons for absence from school or work, and items on sale at a market.

THE DIALOGUE



Tama: What are you going to do on Saturday?

Bill: I'm going to take my wife to the market.

Then I'm going to fix the shower.

Tama: What about Sunday?

Bill: We're going to give Ben a surprise party.

It was his birthday yesterday.

PRACTICE

"What are you going to do on Saturday?"

A. Substitution Drill

T: I'm going to:
fix the shower
fix the toilet
fix the faucet
fix the pipe
fix the roof
fix the window

work late
go to bed late
get up late
sleep late
get up at noon
____

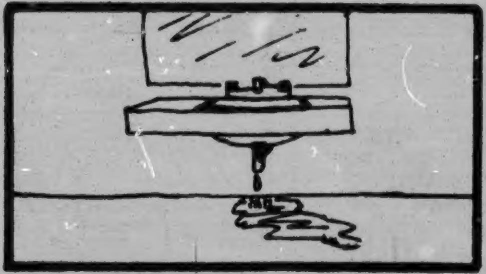
B. Question and Answer Drill

1. S-1: What are you going to do on Sunday?
   S-2: I'm going to sleep late.

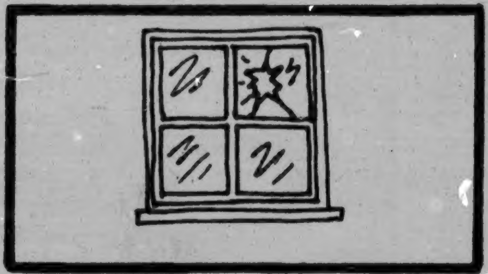
2. S-1: What are you going to do on Saturday?
   S-2: I'm going to fix the roof.

MINI-DIALOGUES

"What's the matter with it?"

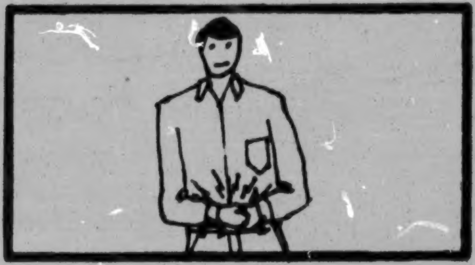


1. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the pipe.
   S-1: What's the matter with it?
   S-2: It leaks.

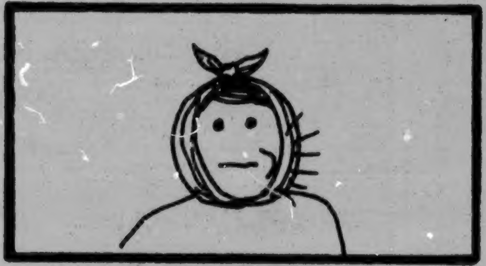


2. S-1: What are you going to do tomorrow?
   S-2: I'm going to fix the window.
   S-1: What's the matter with it?
   S-2: It's broken.

"Why were you absent?"

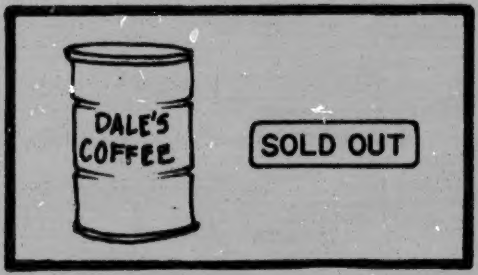


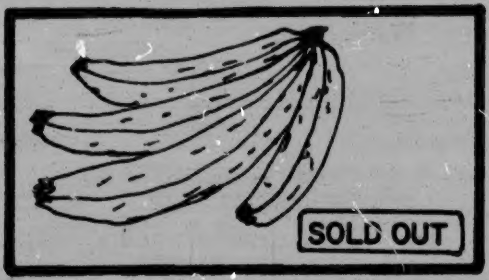
3. S-1: Were you at work yesterday?
   S-2: No, I wasn't.
   S-1: Why were you absent?
   S-2: I had a stomach ache.



4. S-1: Was he at work yesterday?
   S-2: No, he wasn't.
   S-1: Why was he absent?
   S-2: He had a toothache.

"We're all sold out"





5. S-1: Where's the coffee?
S-2: We're all sold out.
S-1: Are you going to have some more tomorrow?
S-2: Yes, we are. We're going to get some more this afternoon.

6. S-1: Where are the bananas?
S-2: We're all sold out.
S-1: Are you going to have some more tomorrow?
S22: Yes, we are. We're going to get some more this afternoon.

READING

A. Read the Practice exercises on pages 5 and 6.

B. Read the Mini-dialogues on pages 6 and 7.

C. Read:

Mario's Party

Last Sunday was Mario Gomez's birthday. He and his friends had a party. They danced, talked, and listened to records. Mario's friends gave him many presents. Yoko Takata gave him a photo album. Sam Lee gave him a pen and pencil set. Jane Kono gave him a wallet. Mario was very happy.

WRITING

A. Answer the questions about the story in Reading.

1. Why did Mario and his friends have a party last Saturday?

____

2. What did they do at the party?

____

3. What did Sam give Mario?

____

4. What did Yoko give him?

____

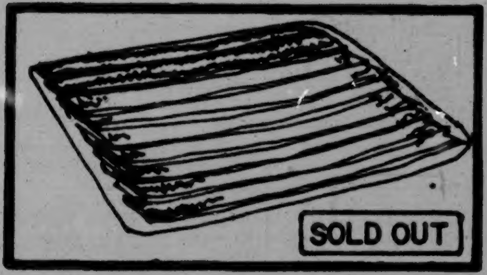
5. Did Jane give him a purse?

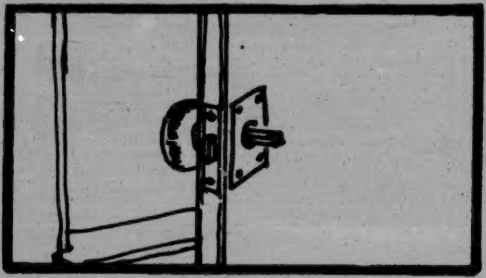
____

6. What did she give him?

____

B. Write questions and answers about the pictures.





1. S-1: ______________________

S-2: We're all sold out.

S-1: Are you going to have some tomorrow?

S-2: Yes, ______________________

2. S-1: ______________ tomorrow?

S-2: I'm going to fix the ________.

S-1: What's the matter with it?

S-2: ______________________

LESSON THIRTY-FIVE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of problems with appliances, bathroom in bad condition, birthday gifts, and illnesses, and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask a question. (What's wrong with the washing machine?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (It doesn't work.)	1 2 3 4 5	1 2 3 4 5
3. Why was he absent? (He had a toothache.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask a question. (What are you going to do tomorrow?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (I'm going to fix the shower.)	1 2 3 4 5	1 2 3 4 5
6. Have students ask. (What did they give her?)	1 2 3 4 5	1 2 3 4 5
7. Have students answer question #6. (They gave her a record album.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. The toaster doesn't work.
2. The window is broken.
3. The roof leaks.
4. She was absent because she had a fever.
5. They gave him a chess set.
6. He's going to fix the pipe.
7. Are the bananas all sold out?
8. Do you repair dryers?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

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Asian Project - ABE AP-293583

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LESSON 35: STUDENT LEAFLET
EVALUATION FORM

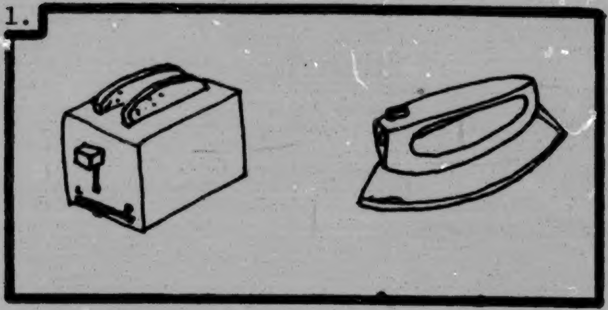
LESSON THIRTY-FIVE: STUDENT EVALUATION FORM

I. Oral Exercises

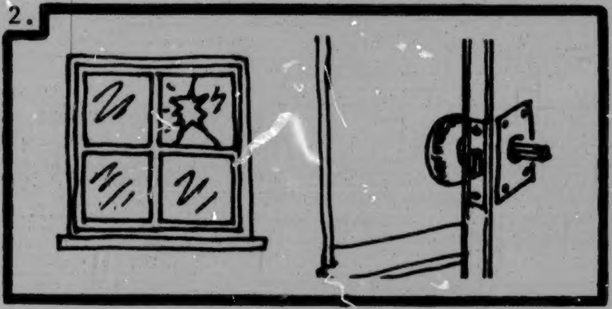
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

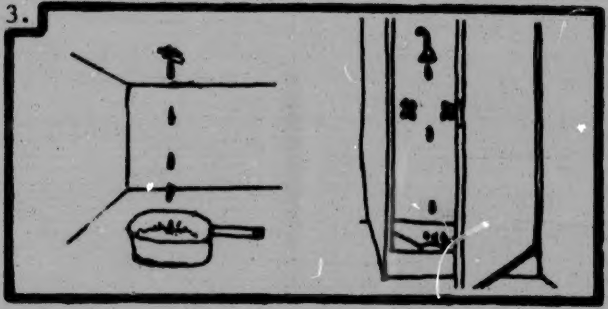
1.



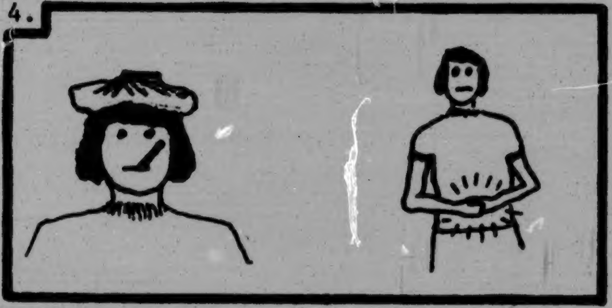
2.



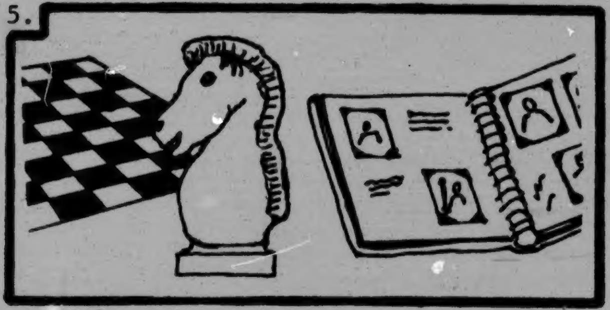
3.



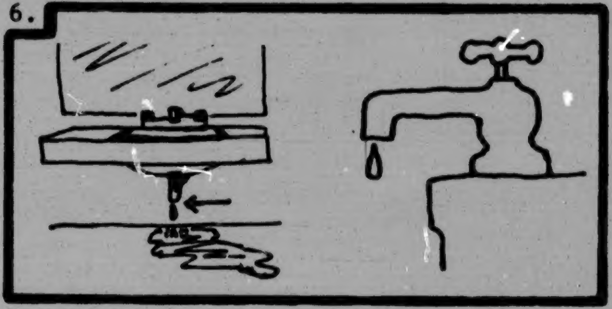
4.



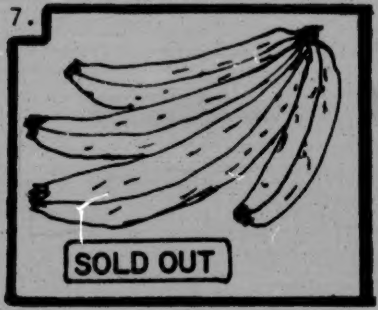
5.



6.



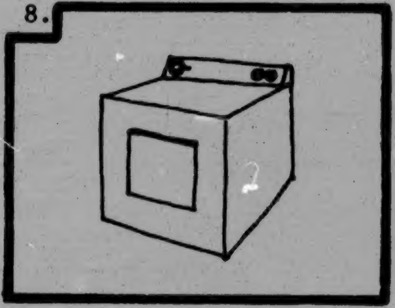
7.



Yes, they do.

Yes, they are.

8.



Yes, we do.

No, we don't.

III. READING

A. Directions: Circle the correct answers.

1. __________ you at work yesterday?

Are
Was
Were

2. They gave __________ a present.

his
he
him

3. He __________ a stomach ache last Sunday.

has
had
have

4. What's wrong __________ the toaster?

with
for
from

5. I'm __________ to fix it tomorrow.

go
goes
going

6. It __________ work.

don't
doesn't
isn't

B. Directions: Circle the correct sentence.

7. A. When was her birthday?
B. Her birthday was when?
C. When her birthday was?

8. A. They were at the beach.
B. The beach they were in.
C. To the beach they were.

9. A. Got Tom a chess set.
B. A chess set Tom got.
C. Tom got a chess set.

10. A. Fix it you can?
B. Can you fix it?
C. It fix you can?

- -

IV. WRITING

A. Directions: Copy the correct word in the blanks.

Words to Copy

call
fix
appliance
tomorrow
work
called
yesterday
can

Mrs. Lee's refrigerator doesn't __________.

She __________ the __________ company.

They __________ send a man __________.

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Asian Project - ABE AP-2A3573

LESSON THIRTY-FIVE - CHINESE SUPPLEMENT
SECTION I: The Washing Machine Doesn't Work
SECTION II: Review

LESSON THIRTY-FIVE
第三十五課

OBJECTIVE	學習目標
In this section you will learn to talk with a repairman about problems with your home appliances.	在這一節裡你們要學習跟修理工人講関于你的家用電氣設備的毛病。

THE DIALOGUE		對話
May Lee's washing machine doesn't work. She looked in the Yellow Pages for an appliance repair company. She called the A-1 Appliance Service.		May Lee 的洗衣機壞了。她在商業用電話簿找電氣用具修理公司。她打電話給 A-1 電氣用具修理公司。
Repairman:	Hello. I'm from A-1 Service.	A-1 派我來。
May Lee:	I'm glad to see you. The washing machine's in the kitchen.	我很高興見到你。 洗衣機在廚房裡。
Repairman:	What's wrong with it?	有什麼毛病？
May:	It doesn't run. Can you fix it?	不動了。你能修一修嗎？

Repairman:	Let's see. Yes, I can fix it.	讓我看〻。行,我可以修。
May:	That's good.	那好極了。

EXTENSION DIALOGUE #1 對話引申之一

Telephone voice:	A-1 Appliance Service.	A-1 電氣用具修理公司。
May Lee:	Do you service Mayfair washing machines?	你們能檢修 Mayfair 洗衣機嗎？
Voice:	Yes, we do. What's wrong with your machine?	可以。你的機器有什麼毛病？
May Lee:	I don't know. It doesn't work.	不知道。就是不動了。
Voice:	We can send a man tomorrow.	我們明天派人來。

EXTENSION DIALOGUE #2 對話引申之二

Telephone voice:	A-1 Appliance Service.	A-1 電氣用具修理公司。
Kay Nelson:	Do you repair toasters?	你們修理烘麵包機嗎？
Voice:	Yes, we do. Bring it in.	修理的。拿過來吧。

SECTION II: REVIEW 第二節：複習

OBJECTIVE 學習目標

In this section you will practice talking about some future activities, birthday parties and birthday presents,	在這一節裡你們要練習談論某些未來的活動,談論生日宴會和生日禮物,浴室損

a bathroom in bad condition, reasons for absence from school, or work, and items on sale at a market.	壞情形，學校或工作缺席的理由，以及食品市場的廉價品。

THE DIALOGUE

對話

Tama:	What are you going to do on Saturday?	你禮拜六做什麼？
Bill:	I'm going to take my wife to the market. Then I'm going to fix the shower.	我要帶太々到食品市場去，然後修理淋浴用的蓮蓬頭。
Tama:	What about Sunday?	禮拜天呢？
Bill:	We're going to give Ben a surprise party. It was his birthday yesterday.	我們要給 Ben 辦一個意想不到的慶祝會。昨天是他生日。

NOTES

應注意事項

Learn the following fixed expressions in this lesson:	學習以下本課的成語：
I'm glad to see you.	我很高興見到你。
What's wrong with it?	有什麼毛病？
It doesn't work.	就是不動了。
Bring it in.	拿過來吧。

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Asian Project - ABE
AP-213673

LESSON THIRTY-SIX - LESSON GUIDE
SECTION I: I Want to Pay Cash
SECTION II: They Feel a Little Tight

LESSON THIRTY-SIX

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify a furnished and an unfurnished apartment.
2. Listen to the lesson paragraph, then give an oral account of the story.

Listening and Speaking: Student will be able to:

1. Talk about furniture and appliances "on sale," buying "on credit" with "low payments," paying interest charges, and making "good buys."
2. Buy a pair of shoes that fit.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	How do they feel?	They feel very/a little tight. They feel comfortable.
Review:	How much is a dinette set?	It's only $100.
	What kind of shoes do you need?	I need some work shoes, size 6 1/2 B.
	Try on this (brown) pair.	It's size 6 1/2 B.
Fixed Expressions:	This dinette set's a good buy.	You can buy it on credit with low payments.
	I want to pay cash.	I don't want to pay a lot of interest.

INSTRUCTIONAL AIDS

Drill pictures:

P254 - an unfurnished apartment
P255 - dress shoes
P256 - work shoes
P257 - tennis shoes
P258 - Dialogue (They feel a little tight)

Also:

P86 - a bedroom set (a bedroom)
P112 - a furnished apartment (an apartment)
P120 - a living room set (a living room)
P121 - a dinette set (a dining room)
P249-252 - home appliances

Transparencies:	T136 - a furnished apartment, an unfurnished apartment, furniture sets. T137 - Dialogue (This dinette set's a good buy) T138 - dress shoes, work shoes, tennis shoes T139 - Dialogue (They feel a little tight) Also: T133 - home appliances
Student handouts:	Student leaflets Student evaluation form
Lesson Guide:	Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Apartments in Asia are usually unfurnished. Thus the concept of a furnished apartment would be new to most Asian students.
2. Generally speaking, Asians prefer to buy things with cash rather than on credit, because owing someone or being in debt is considered somewhat disgraceful. In the United States, however, buying on credit is common practice and people pride themselves on having good credit. The students should be made aware of the importance of having good credit, should he need to make a large purchase necessitating a loan.
3. The American sizing and labelling of shoes will need to be explained to the Asian students.

SECTION I: I WANT TO PAY CASH

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from Lesson 35.

B. Suggested items for review:

1. Conversations about appliances that don't work.
2. Telephone conversations with an appliance repair company, requesting service.

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I: I WANT TO PAY CASH

OBJECTIVES

In this section you will learn to talk about:

1. Furniture and appliances on sale.
2. Buying items on credit with low payments or for cash.
3. Buying items at good prices.

LISTENING COMPREHENSION

A. Show P112 and 254 or T136 (top only) and identify the apartments.

B. Read the story twice, at a normal pace.

C. Ask "yes-no" comprehension questions, using the pictures.

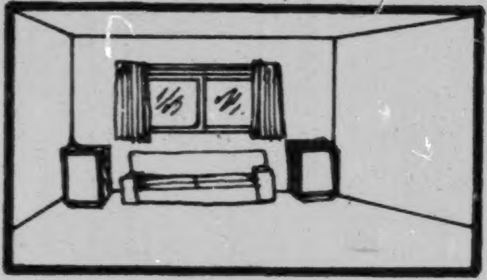
D. Ask information questions.

E. Have the class repeat as you read the story again.

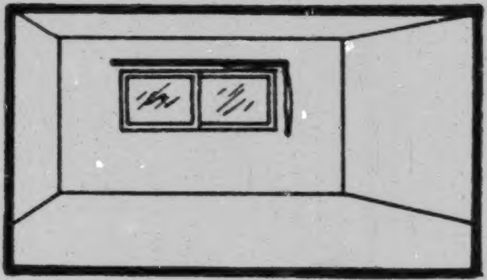
F. Call for volunteers to tell the story.

[NOTE: It is not necessary to require a verbatim account.]

LISTENING COMPREHENSION



a furnished apartment



an unfurnished apartment .

A New Apartment

Mr. and Mrs. Lee are living in a furnished apartment now. They are going to move into a new apartment next month. It is an unfurnished apartment. They need to buy furniture and appliances.

THE DIALOGUE

A. Copy the ad on the blackboard (or show T137) and read the introduction to the dialogue.

B. Present the dialogue

1. T models - Cl listens

2. T models - Cl / Gr / St > repeats

3. Take roles:
T - Cl
Gr - Gr
St - St

C. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl / Gr > reads

THE DIALOGUE

SALE!

7-pc. DINETTE SETS

$99 (reg. $139)

Easy Terms

CARTER'S FURNITURE & APPLIANCE STORE

Mr. and Mrs. Lee saw a newspaper ad for dinette sets. They went to Carter's Furniture and Appliance Store.

3. Take roles:
T - Cl
Gr - Gr
St - St

Salesman: This dinette set's a good buy.
Ben Lee: But we need to buy many things.
Salesman: You can buy it on credit with low payments.
Ben Lee: I want to pay cash. I don't want to pay a lot of interest.

PRACTICE

[NOTE: For these drills cue with furniture and appliance pictures: P86, P120-121, P249-252 or T133 and T136.]

"This dinette set's a good buy"

A. Substitution Drills

1. T: This dinette set's a good buy.
refrigerator
(etc.)

2. T: It's only $100.
$ 50
(etc.)

OPTIONAL ACTIVITY
T: How much is the dinette set?
bedroom set
(etc.)

B. Question and Answer Drill

S-1: How much is the dinette set?
S-2: It's only $100.

MINI-DIALOGUES

(Cue with furniture and appliance pictures.)

T gives picture and price cues and sets pattern:
St asks - St answers

OPTIONAL ACTIVITY

Distribute drill pictures among students and have them talk with each other about "good buys."

S-1: This stove's a good buy.
S-2: How much is it?
S-1: It's only $175.

CONTROLLED CONVERSATION

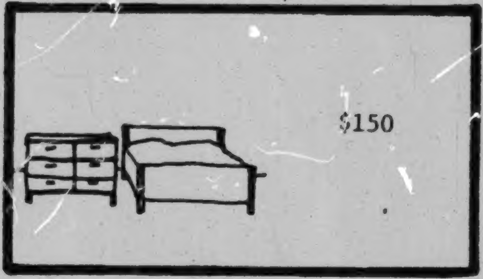
Have students tell each other about actual "good buys."

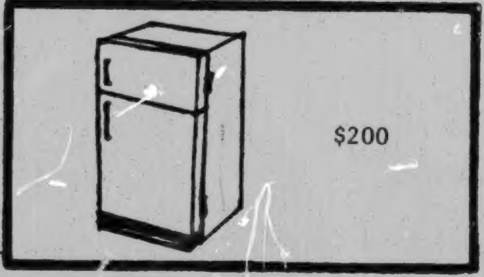
READING

[NOTE: Have the students open their leaflets at this time.]

A., B., and C. Have students follow directions as noted in the student leaflet.

MINI-DIALOGUES





1. S-1: This bedroom set's a good buy.
S-2: How much is it?
S-1: It's only $150.

2. S-1: This refrigerator's a good buy.
S-2: How much is it?
S-1: It's only $200.

* * *

3. S-1: This living room set's a good buy.
S-2: How much is it?
S-1: It's only $175.

4. S-1: This iron's a good buy.
S-2: How much is it?
S-1: It's only $8.

CONTROLLED CONVERSATION

Tell your friends about some "good buys."

S-1: My stove was a good buy.
S-2: How much was it?
S-1: It was only $55.

READING

A. Read the story on page 1.

B. Read the Mini-dialogues on page 2.

C. Read the Controlled Conversation on page 3.

D. Practice reading

1. T reads - Cl reads silently
2. T reads - Cl
   Gr > reads

3. Students read one line each.

Read:

A Good Buy

Mr. and Mrs. Kim bought a bedroom set on sale for $150. It was a good buy. They paid cash for it. They didn't buy it on credit because they didn't want to pay a lot of interest.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the reading.

1. What did Mr. and Mrs. Kim buy?

   ____

2. Was it a good buy?

   ________________ ___ __________

3. How much did they pay for it?

   ____

4. ______________________________ on credit?

   No, they didn't.

5. Why didn't they get it on credit?

   Because ______________________

6. Did they pay cash for it?

   ____

SECTION II: THEY FEEL A LITTLE TIGHT

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

- -

PRONUNCIATION

1. T shows a spot (on a wall, a piece of paper, an item of clothing, etc.) and models
   - Cl listens
2. T reviews /s/ and /p/ sounds.
3. T demonstrates formation of initial /s/ before /p/.
4. T models - Cl, Gr, St > repeats

[NOTE: Be sure the students don't pronounce an initial vowel before the /s/.]

SECTION II: THEY FEEL A LITTLE TIGHT

[NOTE: Put away your leaflet until time for Reading.]

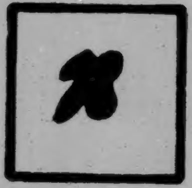
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to buy a pair of shoes.

- -

PRONUNCIATION



/sp-/ spot

speak
spill
spell

Spanish
Spain
spot

space
sport
spoon

Her house is spic and span.

Let's speak Spanish.

She spoiled the spaghetti.

THE DIALOGUE

Preliminary Activity

A. Show P255-257 or T138 and identify the different types of shoes.

[NOTE: Familiarize the students with such terms as:
6 Quadruple A
6 Triple A
6 Double A]

Presenting the Dialogue

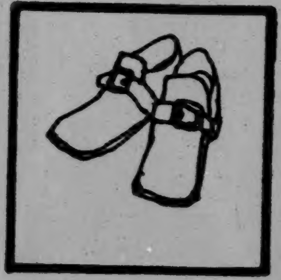
A. Show P258 or T139 and set the scene.

B. Present the dialogue, following the usual procedure.

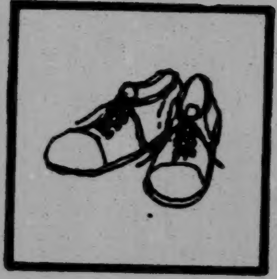
C. Show dialogue on board or overhead for the reading lesson.

THE DIALOGUE

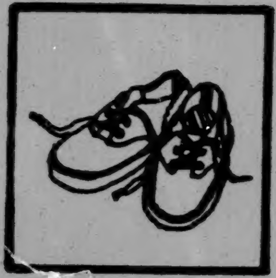
Preliminary Activity



dress shoes



work shoes



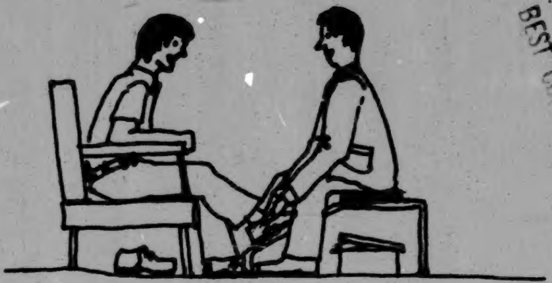
tennis shoes

Women's shoe sizes:

6 AAAA 6 AAA 6 AA 6 A 6 B 6 C
(narrow) (wide)

Men's shoe sizes:

9 1/2 AA 9 A 9 B 9 C 9 D 9 E
(narrow) (wide)



Dan Jones: I need some work shoes, size 9 1/2 B.
Clerk: Try on this pair. How do they feel?
Dan Jones: They feel a little tight.
Clerk: Try on these. They're 9 1/2 C.
Dan Jones: They feel comfortable. I'll take them.

PRACTICE

"I need some work shoes"

A. Substitution Drill

T models and cues - Cl / Gr / St > responds

B. Answer Drill

T cues with types of shoes and asks

- Cl / Gr / St > answers

T: What kind of shoes do you need?

"What kind of shoes do you need?"

A. Repetition Drill

T models - Cl / Gr / St > repeats

T: What kind of shoes do you need?

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

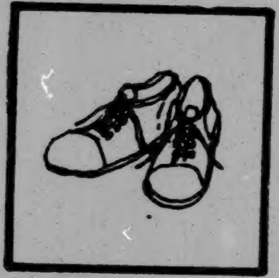
PRACTICE

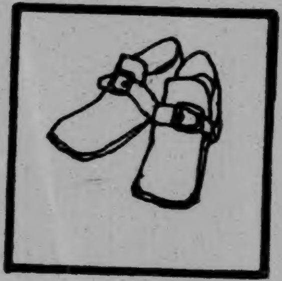
"I need some work shoes"

Substitution Drill

T:	S:
I need some work shoes.	I need some work shoes.
dress	I need some dress shoes.
tennis	I need some tennis shoes.
golf	I need some golf shoes.
bowling	I need some bowling shoes.
walking	I need some walking shoes.

"What kind of shoes do you need?"





1. S-1: What kind of shoes do you need?
   S-2: I need some work shoes.

*

2. S-1: What kind of shoes does he need?
   S-2: He needs some dress shoes.

*

3. S-1: What kind of shoes does she need?
   S-2: She needs some tennis shoes.

*

4. S-1: What kind of shoes do you
   S-2: I need some bowling shoes.

"They feel a little/very tight"

A. Substitution Drills

T models and cues - Cl / Gr / St responds

B. Question and Answer Drill

T cues: T / Gr / St asks - Cl / Gr / St answers

S-1: How do they feel?
S-2: They feel a little tight.

- -

MINI-DIALOGUES

T sets pattern and cues:

Gr / St asks - Gr / St answers

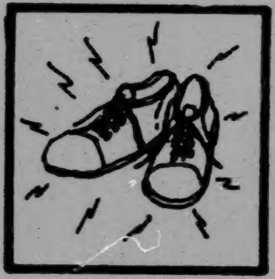
"They feel a little/very tight"

Substitution Drills

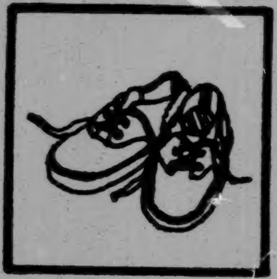
T: They feel a little tight. S: They feel a little tight.
small They feel a little small.
big They feel a little big.
short They feel a little short.

T: They feel very big. S: They feel very big.
tight They feel very tight.
long They feel very long.
comfortable They feel very comfortable.

MINI-DIALOGUES



1. S-1: What kind of shoes do you need?
S-2: I need some work shoes.
S-1: Try on this pair. How do they feel?
S-2: They feel a little tight.



2. S-1: What kind of shoes do you need?
S-2: I need some tennis shoes.
S-1: Try on this pair. How do they feel?
S-2: They feel comfortable.

EXTENSION

"I wear size 6 1/2 A"

A. Substitution Drill

T models and cues - Cl / Gr / St > responds

B. Answer Drill

T cues with sizes and asks - Cl / Gr / St > answers

T: What size shoes do you wear?

"What size shoes do you wear?"

A. Repetition Drill

T models - Cl / Gr / St > repeats

T: What size shoes do you wear?

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

[NOTE: Write some shoe sizes on the board.]

OPTIONAL ACTIVITY
Ask for volunteers to tell each other their shoe sizes.

CONTROLLED CONVERSATION

Lead students into conversations between a shoe salesman and a customer.

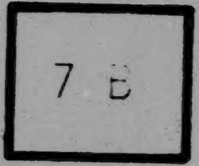
EXTENSION

"I wear size 6 1/2 A"

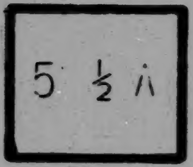
Substitution Drill

T: I wear size 6 1/2 A.	S: I wear size 6 1/2 A.
5 AAA	I wear size 5 AAA.
8 D	I wear size 8 D.
7 AAAA	I wear size 7 AAAA.
5 1/2 AA	I wear size 5 1/2 AA.

"What size shoes do you wear?"



1. S-1: What size shoes do you wear?
S-2: I wear size 7 B.



2. S-1: What size shoes does she wear?
S-2: She wears size 5 1/2 A.

CONTROLLED CONVERSATION

S-1: I need some dress shoes.
S-2: What size shoes do you wear?
S-1: I wear size 10 1/2 B.
S-2: Try on this pair.
S-1: They feel a little tight.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., C., D., and E. Have students follow directions as noted in the student leaflet.

F. Follow the usual procedure for practicing reading.

READING

A. Read the types of shoes and the shoe sizes on page 4.
B. Read the Practice exercises on pages 5 and 6.
C. Read the Mini-dialogues on page 6.
D. Read the Extension exercises on pages 6 and 7.
E. Read the Controlled Conversation on page 7.
F. Read:

Ann's New Shoes

Ann bought a pair of dress shoes last Saturday. She likes them because they're good-looking and they feel comfortable. Ann wears size 6 1/2 A.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. What did Ann buy last Saturday?

____

2. ______________ good-looking? Yes, they are.

3. ______________ comfortable? Yes, they do.

4. What size shoes does Ann wear? ______________

B. Write the questions or answers about the lesson dialogue on page 5.

1. What kind of shoes does Dan need?

____

2. Does he wear size 9 1/2 B? ______________

3. ____________________ He wears size 9 1/2 C.

4. Why does he like them?

____

LESSON THIRTY-SIX

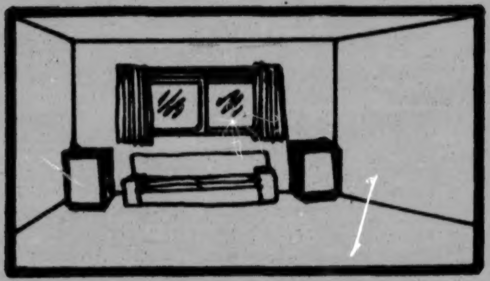
SECTION I: I WANT TO PAY CASH

OBJECTIVES

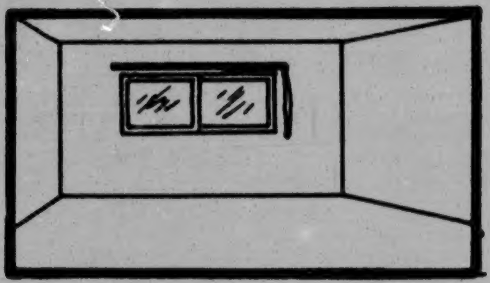
In this section you will learn to talk about:

1. Furniture and appliances on sale.
2. Buying items on credit with low payments or for cash.
3. Buying items at good prices.

LISTENING COMPREHENSION



a furnished apartment



an unfurnished apartment

A New Apartment

Mr. and Mrs. Lee are living in a furnished apartment now. They are going to move into a new apartment next month. It is an unfurnished apartment. They need to buy furniture and appliances.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

SALE!

7-pc. DINETTE SETS

$99 (reg. $139)

Easy Terms

CARTER'S FURNITURE & APPLIANCE STORE

Mr. and Mrs. Lee saw a newspaper ad for dinette sets. They went to Carter's Furniture and Appliance Store.

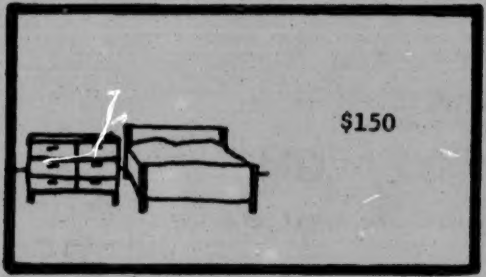
Salesman: This dinette set's a good buy.

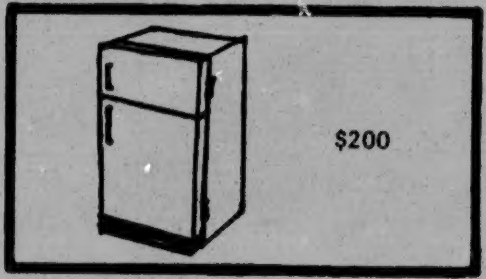
Ben Lee: But we need to buy many things.

Salesman: You can buy it on credit with low payments.

Ben Lee: I want to pay cash. I don't want to pay a lot of interest.

MINI-DIALOGUES





1. S-1: This bedroom set's a good buy.
   S-2: How much is it?
   S-1: It's only $150.

2. S-1: This refrigerator's a good buy.
   S-2: How much is it?
   S-1: It's only $200.

* * *

3. S-1: This living room set's a good buy.
   S-2: How much is it?
   S-1: It's only $175.

4. S-1: This iron's a good buy.
   S-2: How much is it?
   S-1: It's only $8.

CONTROLLED CONVERSATION

Tell your friends about some "good buys."

S-1: My stove was a good buy.
S-2: How much was it?
S-1: It was only $55.

READING

A. Read the story on page 1.
B. Read the Mini-dialogues on page 2.
C. Read the Controlled Conversation on this page.
D. Read:

A Good Buy

Mr. and Mrs. Kim bought a bedroom set on sale for $150. It was a good buy. They paid cash for it. They didn't buy it on credit because they didn't want to pay a lot of interest.

WRITING

Write the questions or answers about the reading.

1. What did Mr. and Mrs. Kim buy?

____

2. Was it a good buy?

____

3. How much did they pay for it?

____

4. ____ on credit?

No, they didn't.

5. Why didn't they get it on credit?

Because ______________________________________

6. Did they pay cash for it?

____

SECTION II: THEY FEEL A LITTLE TIGHT

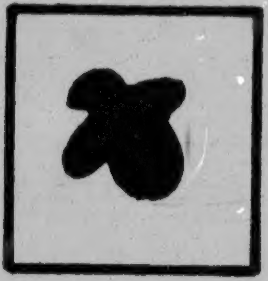
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to buy a pair of shoes.

PRONUNCIATION



/sp-/ spot

speak
spill
spell

Spanish
Spain
spot

space
sport
spoon

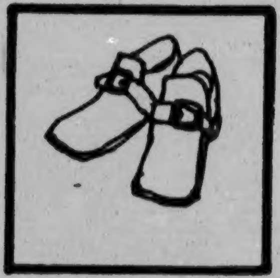
Her house is spic and span.

Let's speak Spanish.

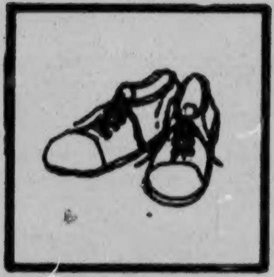
She spoiled the spaghetti.

THE DIALOGUE

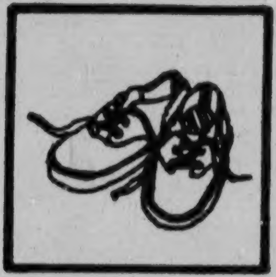
Preliminary Activity



dress shoes

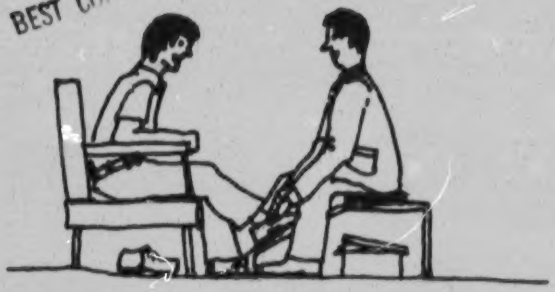


work shoes



tennis shoes

Women's shoe sizes:	6 AAAA	6 AAA	6 AA	6 A	6 B	6 C
	(narrow)					(wide)
Men's shoe sizes:	9 1/2 AA	9 A	9 B	9 C	9 D	9 E
	(narrow)				(wide)	



Dan Jones: I need some work shoes, size 9 1/2 B.
Clerk: Try on this pair. How do they feel?
Dan Jones: They feel a little tight.
Clerk: Try on these. They're 9 1/2 C.
Dan Jones: They feel comfortable. I'll take them.

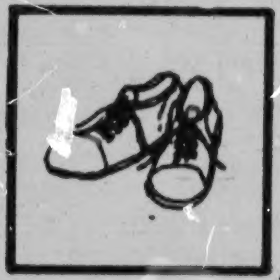
PRACTICE

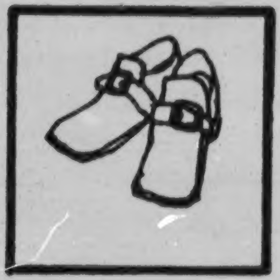
"I need some work shoes"

Substitution Drill

T: I need some work shoes.	S: I need some work shoes.
dress	I need some dress shoes.
tennis	I need some tennis shoes.
golf	I need some golf shoes.
bowling	I need some bowling shoes.
walking	I need some walking shoes.

"What kind of shoes do you need?"





1. S-1: What kind of shoes do you need?
   S-2: I need some work shoes.

2. S-1: What kind of shoes does he need?
   S-2: He needs some dress shoes.

* * *

3. S-1: What kind of shoes does she need?
   S-2: She needs some tennis shoes.

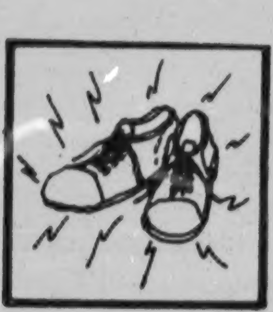
4. S-1: What kind of shoes do you need?
   S-2: I need some bowling shoes.

"They feel a little/very tight"

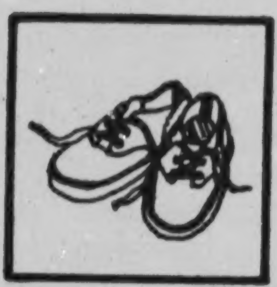
Substitution Drills

T: They feel a little tight.	S: They feel a little tight.
small	They feel a little small.
big	They feel a little big.
short	They feel a little short.
T: They feel very big.	S: They feel very big.
tight	They feel very tight.
long	They feel very long.
comfortable	They feel very comfortable.

MINI-DIALOGUES



1. S-1: What kind of shoes do you need?
   S-2: I need some work shoes.
   S-1: Try on this pair. How do they feel?
   S-2: They feel a little tight.



2. S-1: What kind of shoes do you need?
   S-2: I need some tennis shoes.
   S-1: Try on this pair. How do they feel?
   S-2: They feel comfortable.

EXTENSION

"I wear size 6 1/2 A"

Substitution Drill

T: I wear size 6 1/2 A.	S: I wear size 6 1/2 A.
5 AAA	I wear size 5 AAA.
8 D	I wear size 8 D.
7 AAAA	I wear size 7 AAAA.
5 1/2 AA	I wear size 5 1/2 AA.

"What size shoes do you wear?"

7 B

1. S-1: What size shoes do you wear?
   S-2: I wear size 7 B.

5 ½ A

2. S-1: What size shoes does she wear?
   S-2: She wears size 5 1/2 A.

CONTROLLED CONVERSATION

S-1: I need some dress shoes.
S-2: What size shoes do you wear?
S-1: I wear size 10 1/2 B.
S-2: Try on this pair. How do they feel?
S-1: They feel a little tight.

READING

A. Read the types of shoes and the shoe sizes on page 4.

B. Read the Practice exercises on pages 5 and 6.

C. Read the Mini-dialogues on page 6.

D. Read the Exension exercises on pages 6 and 7.

E. Read the Controlled Conversation on this page.

F. Read:

Ann's New Shoes

Ann bought a pair of dress shoes last Saturday. She likes them because they're good-looking and they feel comfortable. Ann wears size 6 1/2 A.

WRITING

A. Write the questions or answers about the reading.

1. What did Ann buy last Saturday?

____

2. ______________________________________ good-looking?

Yes, they are.

3. ______________________________________ comfortable?

Yes, they do.

4. What size shoes does Ann wear?

____

B. Write the questions or answers about the lesson dialogue on page 5.

1. What kind of shoes does Dan need?

____

2. Does he wear size 9 1/2 B?

____

3. ____

He wears size 9 1/2 C.

4. Why does he like them?

____

LESSON THIRTY-SIX: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Use pictures of home appliances, furniture, types of shoes and shoe sizes, and gestures as cues to elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask, (How much is the bedroom set?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer #1. (It's only $150.)	1 2 3 4 5	1 2 3 4 5
3. What kind of shoes do you need? (I need work shoes.)	1 2 3 4 5	1 2 3 4 5
4. How do they feel? (They feel a little tight.)	1 2 3 4 5	1 2 3 4 5
5. What size shoes do you wear? (I wear size 6 1/2 A.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. They bought a dinette set.
2. The refrigerator's on sale.
3. They paid cash for it.
4. I need some tennis shoes.
5. He wears size 9 1/2 D.
6. They feel comfortable.
7. Did he buy work shoes?
8. Is the toaster a good buy?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

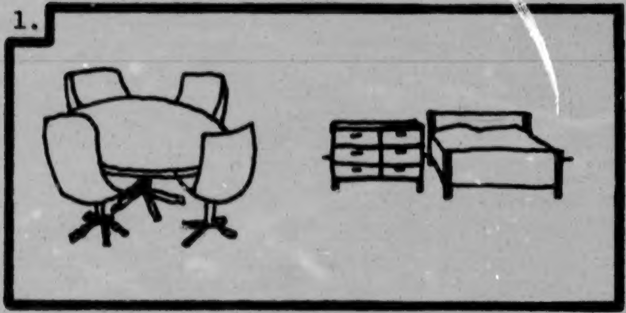
LESSON THIRTY-SIX: STUDENT EVALUATION FORM

I. Oral Exercises

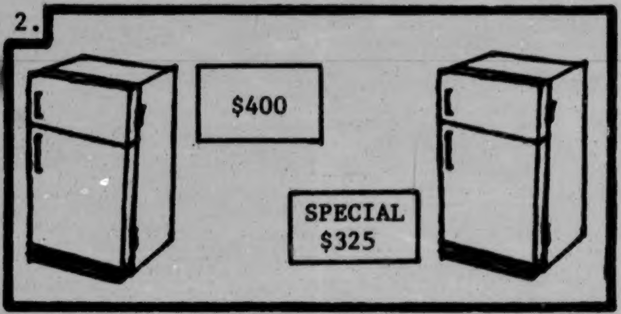
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

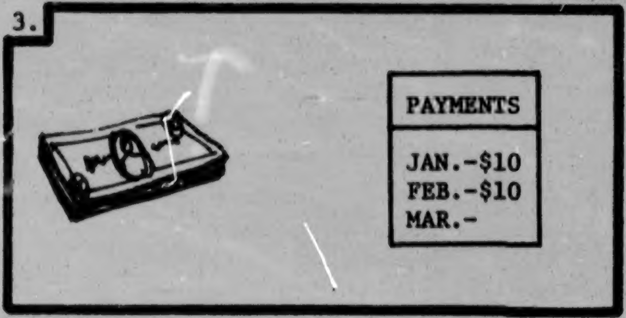
1.



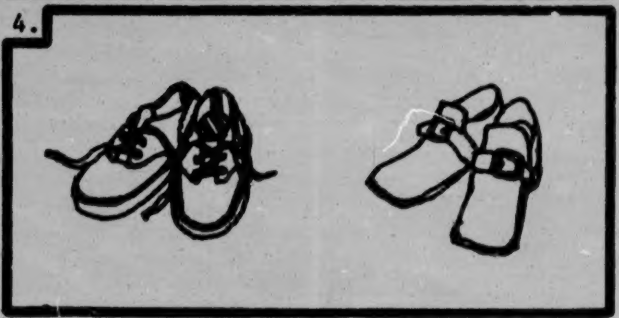
2.


$400
SPECIAL
$325

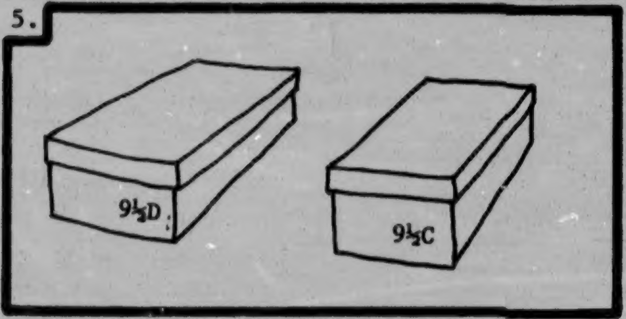
3.


PAYMENTS
JAN.-$10
FEB.-$10
MAR.-

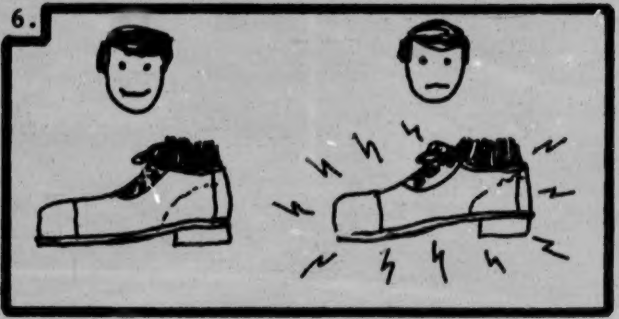
4.



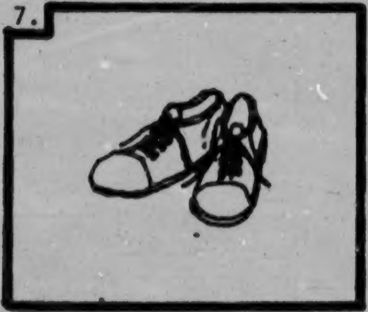
5.



6.



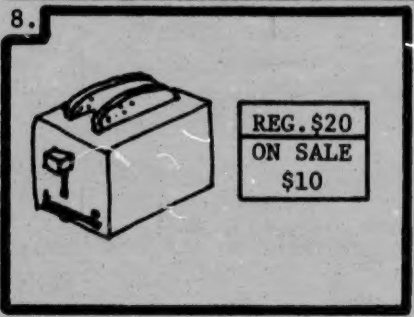
7.



Yes, he did.

No, he didn't.

8.


REG.$20
ON SALE
$10

Yes, it is.

No, it isn't.

III. READING

Directions: Circle the correct answers.

1. How __________ is the living room set?

many

much

what

2. It's _________ $250.

good buy

only

on sale

3. They paid __________ for it.

cash

credit

a lot of

4. They didn't want to ___________ a lot of interest.

pays

paid

pay

5. Try _________ this pair of shoes.

at

on

in

6. They __________ comfortable.

feels

feel

is

- -

IV. WRITING

Directions: Write the correct words in the blanks.

Maria bought a pair of tennis shoes last week. She likes them because they feel comfortable. She plays tennis with Tom every day.

1. What did Maria buy last week?

____.

2. How do they feel?

____.

3. ____?

She plays tennis with Tom.

Los Angeles Unified School District
Asian Project - ABE AP-2A3683

LESSON THIRTY-SIX - CHINESE SUPPLEMENT
SECTION I : I Want to Pay Cash
SECTION II: They Feel A Little Tight

LESSON THIRTY-SIX

第三十六課

SECTION I: I WANT TO PAY CASH

第一節：我要付現款

OBJECTIVES

學習目標

In this section you will learn to talk about:

在這一節裡你們要學習談論關于：

1. Furniture and appliances on sale.
2. Buying items on credit with low payments or for cash.
3. Buying items at good prices.

一、減價出賣的家具和家用電氣用具。

二、信用小額（分期）付款或用現金購買物件。

三、購買價錢合宜的物件。

THE DIALOGUE

對話

Mr. and Mrs. Lee saw a newspaper ad for dinette sets. They went to Carter's Furniture and Appliance Store.

李先生李太々看見報紙登載出賣一套餐廳椅桌。他們到Carter's 家具和家用電氣用具商店去。

Salesman: This dinette set's a good buy.

這套餐廳椅桌價錢合宜。

Ben Lee: But we need to buy many things.

但我們還需要買很多東西。

Salesman: You buy it on credit with low payments.

你們可以用小額分期付款(方法)來購買。

Ben: I want to pay cash. I don't want to pay a lot of interest.

我要付現款。我不願意付很多利息。

SECTION II: THEY FEEL A LITTLE TIGHT

第二節：覺得太緊一點

OBJECTIVES

學習目標

In this section you will:

在這一節裡你們要：

1. Practice pronunciation.
2. Learn to buy a pair of shoes.

一、練習發音。
二、學習購買一雙鞋。

THE DIALOGUE

對話

Dan Jones: I need some work shoes, size 9 1/2 B.

我要做工用的鞋，號碼是9½ B。

Clerk: Try on this pair. How do they feel?

試一試這雙，覺得怎麼樣？

Dan: They feel a little tight.

覺得太緊一點。

Clerk: Try on these. They're 9 1/2 C.

試一試這雙。這是9½ C。

Dan: They feel comfortable. I'll take them.

很舒服。我要買這雙。

NOTES	應注意事項
1. The apartments in this country are furnished, which means they are equipped with furniture and appliances.	一、在美國有的公寓有家具，就是說裝備有家具和家用電氣用具。
2. If one needs loans to make large purchases, he needs to have good credit. One wasy to establish good credit is by making a smaller purchase on credit and paying it off promptly.	二、如果需要大筆貸款購物必須有好的信用。建立信用的一法是以分期付款購買小件物品並到期準時付款。
3. American shoe sizes indicate both length and width. For a size 9 1/2 C, for example, "9" stands for length and "C" for width. Width ranges for A (narrow) to E (wide).	三、美國鞋的號碼指示長度，也指示寬度。例如：9½ 是指長度，"C" 是指寬度。寬度從 A（最狹）到 E（最寬）。

Los Angeles Unified School District
Asian Project - ABE
AP-213773

LESSON THIRTY-SEVEN - LESSON GUIDE
SECTION I: I Pay the Water (Bill)
SECTION II: A Change of Address Card

LESSON THIRTY-SEVEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify household utilities.
2. Listen to the lesson story and then retell it.

Listening and Speaking: Student will be able to:

1. Talk about household utilities and utility bills.
2. Call the gas, water and power, and telephone companies to begin service.
3. Ask each other for information needed on a Change of Address card.

Reading and Writing: Student will be able to:

1. Fill out a Change of Address card.
2. Read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review:

Do you pay the electricity?	I pay the water.
Can you turn on the electricity?	Yes, I can/No, I can't.
Does he have a middle name?	Yes, he does/No, he doesn't.
What is his last name?	His last name is Lee.
What was his old address?	His old address was . . .
What did he need to do?	He needed to fill out a Change of Address card.
What utilities do you pay?	
When did he move?	He moved two weeks ago. They are going to move.
When do you want to begin service?	Turn it on next week.
Where can I get a card?	At the post office.

INSTRUCTIONAL AIDS

Drill pictures:	P259 - Listening (They're going to move on Monday) P260 - Pronunciation: grass and glass P261 - Dialogue (Can you send our mail . . . ?)
Transparencies:	T140 - Listening (They're going to move on Monday) T141 - Dialogue (Do you pay the utilities?) T142 - Extension Dialogue (Please turn on the electricity) T143 - Pronunciation: grass - glass T144 - Dialogue (Can you send our mail . . . ?) T145 - a Change of Address card
Student handouts:	Student leaflet Student evaluation form
Lesson Guides:	Evaluation form

- -

CULTURAL AND STRUCTURAL NOTES

1. Areas of possible difficulties:
   a. "A lot of furniture" which may be expressed as *"a lot of furnitures" by the Asians.
   b. The expression "turn on the electricity" in the context of "connecting the power."
   c. "The Lees" in referring to the entire family.
2. The Chinese, Japanese, and Koreans do not have middle names. The Filipinos and the Spanish speakers often use their mother's maiden name as their middle name.

- -

SECTION I: I PAY THE WATER (BILL)

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from Lesson 36.

B. Suggested topics for review conversations:
   1. Furnished and unfurnished apartments
   2. "Good buys" on furniture and appliances
   3. Purchasing shoes that fit

SECTION I: I PAY THE WATER (BILL)

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn to:

1. Talk about household utilities and utility bills.
2. Call the gas, water and power, and telephone companies to begin service.

LISTENING COMPREHENSION

A. Show P259 or T140 and set the scene by reviewing the Lees' planned move from a furnished to an unfurnished apartment.

B. Read the story twice, at a normal pace.

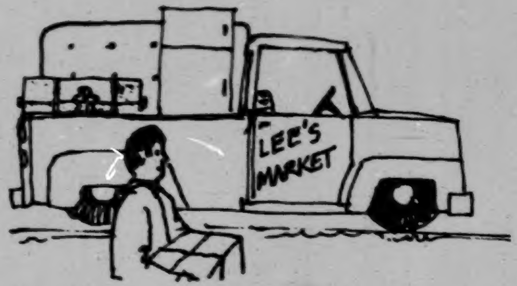
C. Ask "yes-no" comprehension questions.

D. Ask information questions.

E. Have students repeat each line as you read it.

F. Call for volunteers to tell the story.

LISTENING COMPREHENSION



The Lees Are Going to Move

The Lees are going to move on Monday. They don't need a moving company because they don't have a lot of furniture. They are going to use Ben's truck.

Bob Kono is going to help the Lees. Joanne Kim is going to make lunch for them.

THE DIALOGUE

Preliminary Activity

Explain what household utilities are and list them on the board.

Presenting the Dialogue

A. Set the scene and follow the usual procedure for presenting the dialogue.

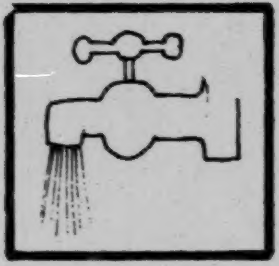
[NOTE: Point out that utility bills are often referred to as "utilities."]

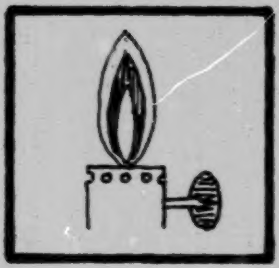
B. Show dialogue on board or overhead (T141) for reading lesson.

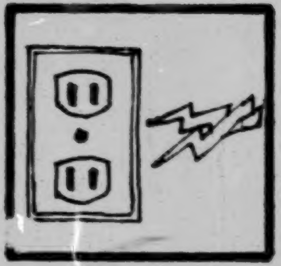
THE DIALOGUE

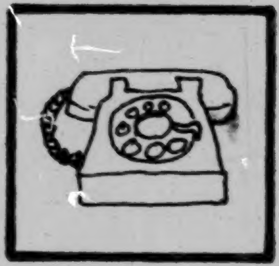
Preliminary Activity

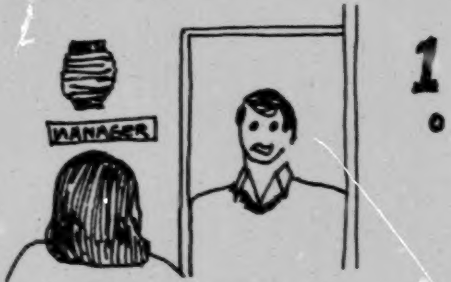
Household Utilities


water


gas


electricity (power)


telephone



May Lee is talking to the manager of her new apartment.

May Lee: Do you pay the utilities?

Manager: I pay the water (bill). You pay the gas and electricity (bills).

May Lee: Can you turn on the utilities for us?

Manager: No, I can't. You need to call the (gas and the water and power) companies.

PRACTICE

"I pay the water (bill)"

Substitution Drill

T: I pay the water (bill).
gas
electricity
telephone

"What utilities do you pay?"

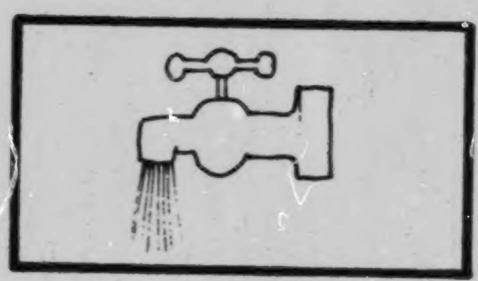
A. Substitution Drill

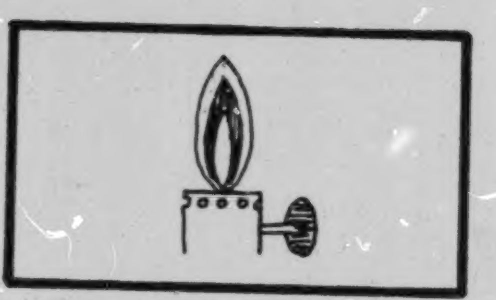
T: What utilities do you pay?
she
they
(etc.)

B. Question and Answer Drill

PRACTICE

"What utilities do you pay?"





1. S-1: What utilities do you pay?
S-2: I pay the water (bill).

2. S-1: What utilities do you pay?
S-2: I pay the gas (bill).

* * *

3. S-1: What utilities does he pay?
S-2: He pays the telephone (bill).

4. S-1: What utilities does she pay?
S-2: She pays the electricity (bill).

CONTROLLED CONVERSATION

Set the patterns and have students ask each other about their utility bills.

EXTENSION DIALOGUE

A. Set the scene and present the dialogue, following the usual procedure.

B. Show dialogue on board or overhead (T142) for reading lesson.

PRACTICE

"Please turn on the electricity"

Substitution Drill

T: Please turn on the electricity .
gas
water

OPTIONAL ACTIVITY

T: Please turn on the gas at 1027 Spring Street.
810 Second Avenue
(etc.)

CONTROLLED CONVERSATION

S-1: Do you rent your house/apartment?

S-2: Yes, I do.

S-1: What utilities do you pay?

S-2: I pay the gas and electricity.

EXTENSION DIALOGUE

Telephone Voice: Valley Water and Power Company.

Ben Lee: Please turn on the electricity at 1027 Spring Street, Apt. 6.

Voice: When do you want to begin the service?

Ben Lee: Please turn it on next Saturday.

Voice: All right. Give me your name and address again, please.

PRACTICE

"Please turn it on next Thursday"

A. Substitution Drill

T: Please turn it on next **Thursday**.
tomorrow
April 5th
(etc.)

B. Question and Answer Drill

T cues with dates:

T / Gr / St > asks - Cl / Gr / St > answers

CONTROLLED CONVERSATION

Lead students into telephone conversations with the gas, water, electric, and telephone companies, **and have them supply their own** information.

READING

[NOTE: Have students open their leaflets at this time.]

A., B., C., D., and E. Have students follow directions as noted in the student leaflet.

"Please turn it on next Thursday"

Thursday

April 14

1. S-1: When do you want to begin the service?
   S-2: **Please** turn it on next Thursday.
2. S-1: When do you want to begin the service?
   S-2: Please turn it on April 14.

CONTROLLED CONVERSATION

Telephone Voice: The Valley **Water** and Power Company.
S: Please turn on the gas at 415 Fox Road.
Voice: When do you want to begin the service?
S: Please turn it on next Monday.
Voice: All right. Give me your name and address again, please.

READING

A. Read the Practice exercises on pages 2 and 3.
B. Read the Controlled Conversation on page 3.
C. Read the Practice exercises on page 3.
D. Read the Controlled Conversation on page 4.
E. Read the story in Listening Comprehension on page 1.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Listening Comprehension story on page 1.

1. When are the Lees going to move?

   ____

2. Do they have a moving company?

   ____

3. Why don't they need a moving company?

   ____

4. What ______________________________

   They're going to use Ben's truck.

5. Is Bob Kono ____________________

   Yes, he is.

6. What's Joanne Kim ________________

   She's going to make lunch for them.

- -

SECTION II: A CHANGE OF ADDRESS CARD

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: A CHANGE OF ADDRESS CARD

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss a change of address.
3. Learn to fill out a Change of Address card.

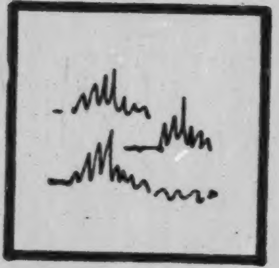
PRONUNCIATION

1. T shows P260 or T143 and models - Cl listens
2. T reviews contrast between the /r/ and /l/ sounds.
3. T holds up pictures and calls out a word
   - Cl identifies by pointing to the proper picture
4. T models "grass" and "glass" - Cl repeats
5. T models exercise - Cl / Gr / St > repeats

[NOTES: 1. Have students round their lips before pronouncing /gr-/ words.

2. Be sure the students do not insert a vowel between the /g/ and the /r/ or /l/.]

PRONUNCIATION



/gr-/ grass

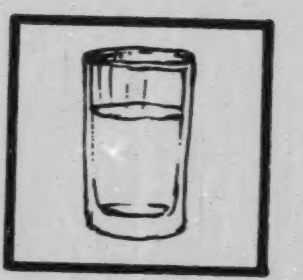
grow

green

grew

Look at the grass.

The grass is tall.



/gl-/ glass

glow

glean

glue

Look at the glass.

The glass is tall.

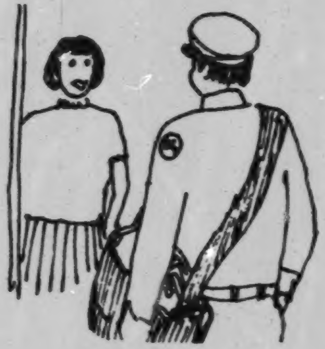
THE DIALOGUE

A. Show P261 or T144 and set the scene.

B. Follow the usual procedure for presenting a dialogue.

C. Show dialogue on board or overhead for reading lesson.

THE DIALOGUE



May Lee: Can you send our mail to our new apartment?
Mailman: Yes, I can. But you need to fill out a Change of Address card.
May Lee: Where can I get a card?
Mailman: At the post office.

PRACTICE

"Jack moved last week"

A. Write several sets of addresses on the board.

B. Model each as in the examples.

C. Ask comprehension questions about them.

Examples: When did Jack move?
What was his old address?
What's his new address?
What does he need to do?

D. Have students ask each other questions about the examples.

E. Have students ask each other:

What's your address?
What was your address last year?
2 years ago
(etc.)
When did you move?

PRACTICE

"Jack moved last week"

1.

JACK RICHARDS
507 Main Street 1672 Loma Street
(last week)

Jack moved last week.
His old address was 507 Main Street.
His new address is 1672 Loma Street.
He needs to fill out a Change of Address card.

2.

MAXINE SPEAR
2435 Western Ave. 8091 Pico Blvd.
(2 months ago)

Maxine moved two months ago.
Her old address was 2435 Western Avenue.
Her new address is 8091 Pico Boulevard.
She needs to fill out a Change of Address card.

3.

Mr. & Mrs. Douglas Spencer
1926 2nd Ave.　　10926 Wilshire Blvd.
(2 weeks ago)

When did they move?
What's their new address?
What was their old address?
What did they need to do?

EXTENSION

A. Show the Lee family's Change of Address card (T145) and explain the entries.

[NOTE: Explain the American concept of middle names and give examples:

Sue Ann Jones; David Edward Nelson.]

B. Have students ask each other questions about the information given on Mr. Lee's Change of Address card.

C. Have students ask each other's middle names.

S-1: What's your middle name?

S-2: It's ________________

or

(I don't have any.)

EXTENSION

A CHANGE OF ADDRESS CARD

EFFECTIVE DATE April 15, 19__	NAME	LEE,	BEN	NONE
		Print-Last Name, First Name, Middle Initial		
OLD ADDRESS	6210 West Blvd.			#14
	No. and Street			Apt. No.
	Los Angeles,	California	90034	
	Post Office, State, and Zip Code			
NEW ADDRESS	1027 29th St.			#6
	No. and Street			Apt. No.
	Los Angeles,	California	90017	
	Post Office, State, and Zip Code			
SIGN HERE	Ben Lee			
DATE SIGNED	April 5, 19__			

Ask each other questions about the information on Mr. Lee's Change of Address card.

1. What's his last name?
2. Does he have a middle name?
3. What's his new address?
4. What's his old address?
5. When did he move?
6. Did he sign his card?

- -

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow directions as noted in the student leaflet.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Extension questions on page 7.

- -

WRITING

Using Mr. Lee's Change of Address card card as the model, have students fill in the blanks with their own name, new and old address, etc.

WRITING

Fill in the Change of Address card with your own information.

EFFECTIVE DATE	NAME	
OLD ADDRESS	Print-Last Name, First Name, Middle Initial	
	No. and Street	Apt. No.
NEW ADDRESS	Post Office, State, and Zip Code	
	No. and Street	Apt. No.
SIGN HERE	Post Office, State, and Zip Code	
DATE SIGN		

LESSON THIRTY-SEVEN

SECTION I: I PAY THE WATER (BILL)

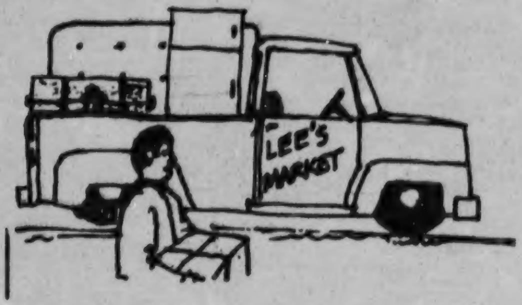
OBJECTIVES

In this section you will learn to:

1. Talk about household utilities and utility bills.
2. Call the gas, water and power, and telephone companies to begin service.

- -

LISTENING COMPREHENSION



The Lees Are Going to Move

The Lees are going to move on Monday. They don't need a moving company because they don't have a lot of furniture. They are going to use Ben's truck.

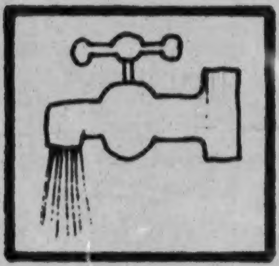
Bob Kono is going to help the Lees. Joanne Kim is going to make lunch for them.

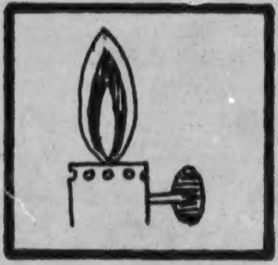
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

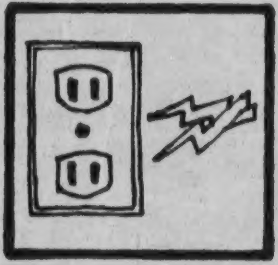
THE DIALOGUE

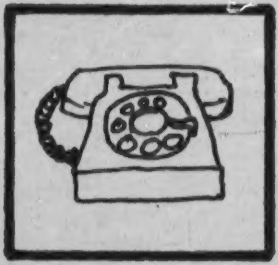
Preliminary Activity

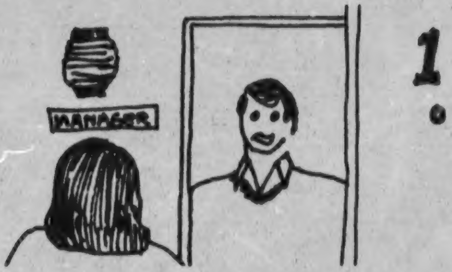
Household Utilities


water


gas


electricity (power)


telephone



May Lee is talking to the manager of her new apartment.

May Lee: Do you pay the utilities?

Manager: I pay the water (bill). You pay the gas and electricity (bills).

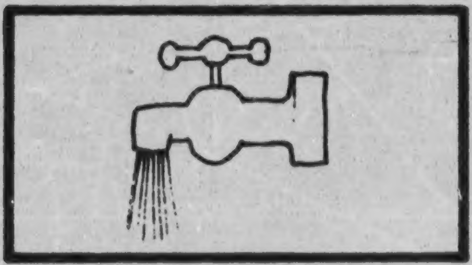
May Lee: Can you turn on the utilities for us?

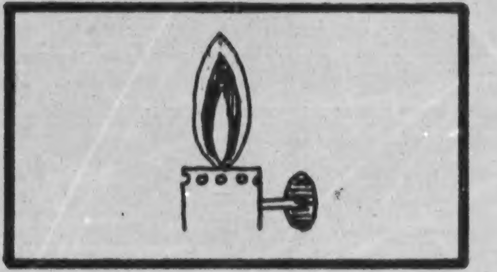
Manager: No, I can't. You need to call the (gas and the water and power) companies.

- -

PRACTICE

"What utilities do you pay?"


1. S-1: What utilities do you pay?
   S-2: I pay the water (bill).


2. S-1: What utilities do you pay?
   S-2: I pay the gas (bill).

3. S-1: What utilities does he pay?
S-2: He pays the telephone (bill).

4. S-1: What utilities does she pay?
S-2: She pays the electricity (bill).

CONTROLLED CONVERSATION

S-1: Do you rent your house/apartment?

S-2: Yes, I do.

S-1: What utilities do you pay?

S-2: I pay the gas and electricity.

EXTENSION DIALOGUE

Telephone Voice: Valley Water and Power Company.

Ben Lee: Please turn on the electricity at 1027 Spring Street, Apt. 6.

Voice: When do you want to begin the service?

Ben Lee: Please turn it on next Saturday.

Voice: All right. Give me your name and address again, please.

PRACTICE

"Please turn it on next Thursday"

Thursday

1. S-1: When do you want to begin the service?
S-2: Please turn it on next Thursday.

April 14

2. S-1: When do you want to begin the service?
S-2: Please turn it on April 14.

CONTROLLED CONVERSATION

Telephone Voice: The Valley Water and Power Company.

S: Please turn on the gas at 415 Fox Road.

Voice: When do you want to begin the service?

S: Please turn it on next Monday.

Voice: All right. Give me your name and address again, please.

READING

A. Read the Practice exercises on pages 2 and 3.

B. Read the Controlled Conversation on page 3.

C. Read the Practice exercises on page 3.

D. Read the Controlled Conversation on this page.

E. Read the story in Listening Comprehension on page 1.

WRITING

Write the questions or answers about the Listening Comprehension story on page 1.

1. When are the Lees going to move?

   ____

2. Do they have a moving company?

   ____

3. Why don't they need a moving company?

   ____

4. What ______________________________

   They're going to use Ben's truck.

5. Is Bob Kono ______________________________

   Yes, he is.

6. What's Joanne Kim ______________________________

   She's going to make lunch for them.

SECTION II: A CHANGE OF ADDRESS CARD

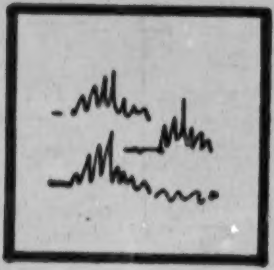
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

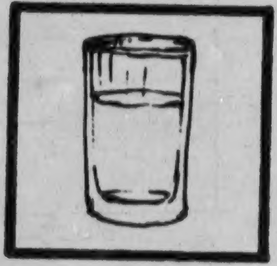
In this section you will:

1. Practice pronunciation.
2. Learn to discuss a change of address.
3. Learn to fill out a Change of Address card.

PRONUNCIATION



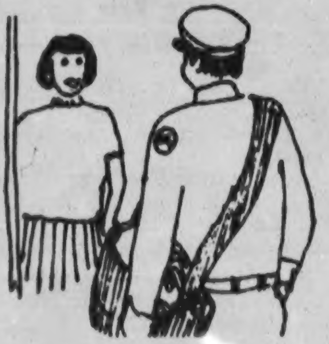
/gr-/ grass



/gl-/ glass

grow	glow
green	glean
grew	glue
Look at the grass.	Look at the glass.
The grass is tall.	The glass is tall.

THE DIALOGUE



May Lee: Can you send our mail to our new apartment?

Mailman: Yes, I can. But you need to fill out a Change of Address card.

May Lee: Where can I get a card?

Mailman: At the post office.

PRACTICE

"Jack moved last week"

1.

JACK RICHARDS

507 Main Street   1672 Loma Street

(last week)

Jack moved last week.
His old address was 507 Main Street.
His new address is 1672 Loma Street.
He needs to fill out a Change of Address card.

2.

MAXINE SPEAR

2435 Western Ave.   8091 Pico Blvd.

(2 months ago)

Maxine moved two months ago.
Her old address was 2435 Western Avenue.
Her new address is 8091 Pico Boulevard.
She needs to fill out a Change of Address card.

Mr. & Mrs. Douglas Spencer

1926 2nd Ave. 10926 Wilshire Blvd.

(2 weeks ago)

When did they move?

What's their new address?

What's their old address?

What did they need to do?

- -

EXTENSION

A CHANGE OF ADDRESS CARD

EFFECTIVE DATE
April 15, 19__

NAME LEE, BEN NONE
Print-Last Name, First Name, Middle Initial

OLD ADDRESS 6210 West Blvd. #14
No. and Street Apt. No.
Los Angeles, California 90034
Post Office, State, and Zip Code

NEW ADDRESS 1027 29th St. #6
No. and Street Apt. No.
Los Angeles, California 90017
Post Office, State, and Zip Code

SIGN HERE Ben Lee

DATE SIGNED April 5, 19__

Ask each other questions about the information on Mr. Lee's Change of Address card.

1. What's his last name?
2. Does he have a middle name?
3. What's his new address?
4. What's his old address?
5. When did he move?
6. Did he sign his card?

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Extension questions on page 7.

- -

WRITING

Fill in the Change of Address card with your own information.

EFFECTIVE DATE	NAME	
OLD ADDRESS	Print-Last Name, First Name, Middle Initial	
	No. and Street	Apt. No.
NEW ADDRESS	Post Office, State, and Zip Code	
	No. and Street	Apt. No.
SIGN HERE	Post Office, State, and Zip Code	
DATE SIGNED		

LESSON THIRTY-SEVEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Give verbal cues and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. What utilities do you pay? (I pay the gas bill.)	1 2 3 4 5	1 2 3 4 5
2. Have students ask utility company to begin service. (Please turn on the electricity at 8120 West Blvd., Apt. 6)	1 2 3 4 5	1 2 3 4 5
3. Have students ask. (Do you pay the telephone bill?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (Yes, I do.)	1 2 3 4 5	1 2 3 4 5
5. Give me your name and address, please. (May Lee, 8120 West Blvd.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I pay the water bill.
2. She pays the telephone bill.
3. Can he turn on the electricity?
4. His middle name is Lee.
5. When do you want to begin the service?
6. When are the Lees going to move?
7. What's her new address?
8. Maxine moved. What does she need to do?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON THIRTY-SEVEN: STUDENT EVALUATION FORM

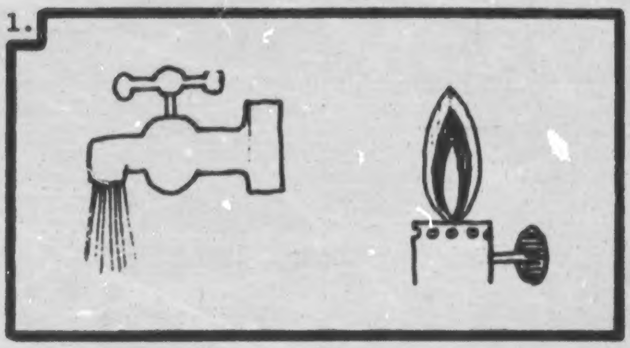
I. Oral Exercises

- -

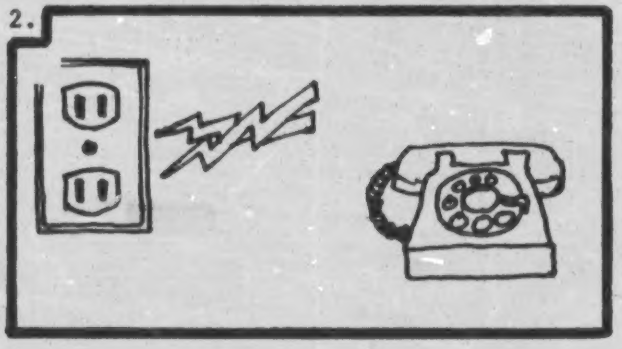
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

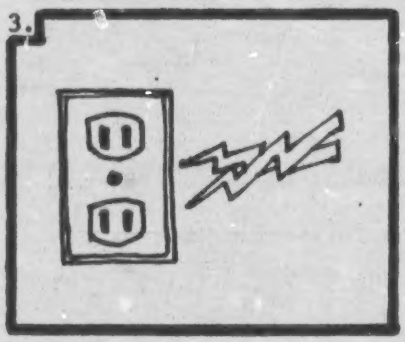
1.



2.



3.



Yes, he can.

Yes, he is.

4. A. John Edward Lee

B. John Lee Smith

5. A. At 1027 Spring Street.

B. Next Saturday.

C. The Water and Power Company.

6. A. Next Sunday.

B. At 1027 Spring Street.

C. In Ben's truck.

7. A. Next Friday.

B. Mr. and Mrs. Lee.

C. 1027 Spring Street.

8. A. Her new address is 8091 Pico Blvd.

B. Fill out a Change of Address card.

C. At the post office.

III. READING

Directions: Circle the correct answers.

1. He ____________ the gas bill.

   pay

   pays

   buys

2. What utilities __________ you pay?

   are

   does

   do

3. Can you turn _________ the gas for me?

   on

   at

   in

4. Turn on the electricity __________ 8120 West Blvd.

   on

   at

   in

5. They ____________ three weeks ago.

   move

   moved

   moves

6. What does she __________ to do?

   need

   needs

   needed

IV. WRITING

Directions: Read the story. Write the answers or questions on the lines.

The Lees moved to their new apartment at 1027 Spring Street. Ben called the telephone company. They are going to begin the service next Thursday. Ben also filled out a Change of Address card.

1. What's their new address?

   ____

2. Did Ben go to the telephone company?

   ____

3. ____

   Next Thursday.

4. What did Ben fill out?

   ____

LESSON THIRTY-SEVEN

第三十七課

SECTION I: I PAY THE WATER (BILL)

第一節：我付水費

OBJECTIVES

學習目標

In this section you will learn to:

1. Talk about household utilities and utility bills.
2. Call the gas, water and power, and telephone companies to begin service.

在這一節裡你們要學習：

一、談論家用水電煤氣以及這些設備的帳單。

二、通知煤氣，水電，和電話公司請他們裝接。

LISTENING COMPREHENSION

聽解

The Lees Are Going to Move

李家要搬家

The Lees are going to move on Monday. They don't need a moving company because they don't have a lot of furniture. They are going to use Ben's truck.

李家星期一要搬家。他們不用（找）搬運公司因為他們的傢俱不多。他們要用Ben的卡車來搬運。

Bob Kono is going to help the Lees. Joanne Kim is going to make lunch for them.

Bob Kono要幫李家。Joanne Kim要替他們準備午餐。

THE DIALOGUE

對話

May Lee is talking to the manager of her new apartment.

May Lee 正跟她新公寓的管理員在談話。

May Lee:	Do you pay the utilities?	你們付水電煤氣等費用嗎？
Manager:	I pay the water (bill). You pay the gas and electricity (bills).	我(們)付水費。你們付煤氣和電費。
May Lee:	Can you turn on the utilities for us?	你可以替我們接水電和煤氣嗎？
Manager:	No, I can't. You need to call the (gas and the water and power) companies.	不能。你必須通知煤氣和水電公司。

EXTENSION DIALOGUE

對話引申

Telephone voice:	Valley Water and Power Company.	Valley 水電公司。
Ben Lee:	Please turn on the electricity at 1027 spring St., Apt. 6.	請你把 Spring 街 1027 號第六號公寓的電力接一接。
Voice:	When do you want to begin service.	你要什麼時候開始使用？

Ban Lee:	Please turn it on next Saturday.	請在下星期六接好。
Voice:	All right. Give me your name and address again, please.	好的。請再説一説你的姓名和地址。

SECTION II: A CHANGE OF ADDRESS CARD 第二節：地址更改卡

OBJECTIVES 學習目標

In this section you will:	在這一節裡你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to discuss a change of address.	二、學習談論更改地址。
3. Learn to fill out a Change of Address card.	三、學習填寫地址更改卡。

THE DIALOGUE 對話

May Lee:	Can you send our mail to our new apartment?	你們可以把我們的信件送到我們的新公寓嗎？
Mailman:	Yes, I can. But you need to fill out a Change of Address card.	可以。但是你需要填一張地址更改卡。

May Lee: Where can I get a card? 我在那裡可以拿到地址更改卡？

Mailman: At the post office. 在郵局。

NOTES 應注意事項

1. In English, we say "a lot of furniture" but not *"a lot of furnitures."

一、英文裡我們說 "a lot of "furniture" 而不說 *"a lot of "furnitures" (注意 "furniture" 多數時也不加 "s")

2. In English, one can refer to the whole family by using the definitive article plus the family name and "s." For example, "the Lees" refers to the Lee family.

二、英文裡可以在姓的前面用定冠詞"the"，姓的後面加"s"表示整個家庭。例如："the Lees" 是指李家全家。

3. Learn the following fixed expressions in this lesson:

三、學習下列本課裡的成語：

make lunch	預備午餐
turn on the utilities	裝接水電煤氣等設備
begin the service	開始使用
all right	好的

Los Angeles Unified School District
Asian Project - ABE
AP-203883

LESSON THIRTY-EIGHT - LESSON GUIDE
SECTION I: Maria Lost Her Wallet!
SECTION II: Emergency Calls

BEST COPY AVAILABLE

LESSON THIRTY-EIGHT

OBJECTIVES

Listening Comprehension: Student will be able to listen to the lesson story and then retell it.

Listening and Speaking: Student will be able to:

1. Report the loss of a driver's license to the Department of Motor Vehicles and the loss of a social security card to the Social Security office, and ask for duplicates.
2. Call for emergency help by dialing the operator.
3. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	When will I get a duplicate license?	You'll get it in a few weeks.
	Will I get a duplicate card later?	Yes, you will/No, you won't.
Review:	Can I get a temporary license?	Yes, you can/No, you can't.
	What's wrong?	She lost her wallet.
	Please send an ambulance to 1011 West Blvd.	I need an ambulance right away.
	Fill out this application.	
Fixed Expressions:	A thief broke into my house.	
	My garage is on fire.	
	Someone was hurt in an accident.	
	One moment, please.	

INSTRUCTIONAL AIDS

Drill pictures:
- P262 - Listening (Maria lost her wallet)
- P263 - a driver's license
- P264 - a temporary driver's license
- P265 - Dialogue (I lost my driver's license)
- P266 - a social security card
- P267 - Pronunciation: a bat and a back
- P268 - Facial diagram: /-t/ and /-k/
- P269 - a garage on fire
- P270 - a thief in the house
- P271 - Dialogue (I need an ambulance)

Transparencies:
- T146 - Listening (Maria lost her wallet)
- T147 - a driver's license, a temporary license, + Dialogue (I lost my driver's license)
- T148 - Extension dialogue (I lost my social security card)
- T149 - Pronunciation: /-t/ - /-k/ (a bat - a back)
- T150 - a garage on fire and a thief in the house
- T151 - Dialogue (I need an ambulance)

Student handouts:
- Student leaflet
- Student evaluation form

Lesson Guides:
- Evaluation form

- -

CULTURAL AND STRUCTURAL NOTES

1. Emphasize to your students the importance of their social security number. Encourage them to memorize it. Inform them that in case of loss or theft of their card, they should report it immediately to any district office of the Social Security Administration.

2. Note that there is no equivalent to "will" in Chinese, Japanese or Korean.

English	Will	I	get	a duplicate card	later ?	
Chinese	I	later	able	get	duplicate card	get-able + question particle ?
Japanese	I + particle	later	duplicate card + particle	get-able + question particle		
Korean	I + particle	later	duplicate card + particle			
Tagalog	Will	be able to	get + question particle	I	a duplicate card	later ?
Spanish	I	get-will	a duplicate card	later ?		

SECTION I: MARIA LOST HER WALLET!

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from Lesson 37.

B. Suggested items for review:

1. Discussing utilities with the manager of an apartment house
2. Asking the gas and/or the water and power companies for service
3. Discussing information on a Change of Address card

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

- -

LISTENING COMPREHENSION

A. Show P262 or T146 and set the scene.

B. Read the story twice at a normal pace.

C. Ask "yes-no" questions about the story.

D. Ask information questions about the story.

E. Have the class repeat as you read the story again.

F. Call on volunteers to retell the story.

[NOTE: Explain the function of the "Lost and Found."]

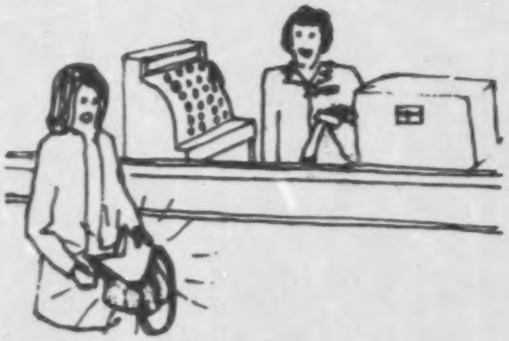
SECTION I: MARIA LOST HER WALLET!

OBJECTIVE

In this section you will learn what to do if you lose your identification cards.

- -

LISTENING COMPREHENSION



Maria Lost Her Wallet!

Maria went to the market yesterday. She put some groceries in her cart and went to the checkstand. She looked for her wallet in her purse, but it wasn't there!

Maria looked all around the market. She asked the manager. She checked the Lost and Found. Her wallet wasn't anywhere. Maria lost her wallet and identification cards!

- -

THE DIALOGUE

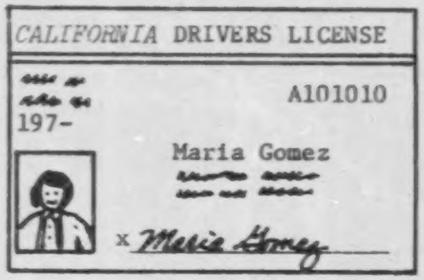
Preliminary Activity

T shows a driver's license (or P263) and P264 or T147 and identifies
- Cl listens

[NOTE: Explain that when one applies for a duplicate license he is given a temporary license to use until the regular one comes in the mail.]

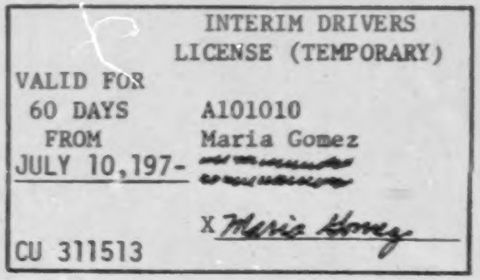
THE DIALOGUE

Preliminary Activity



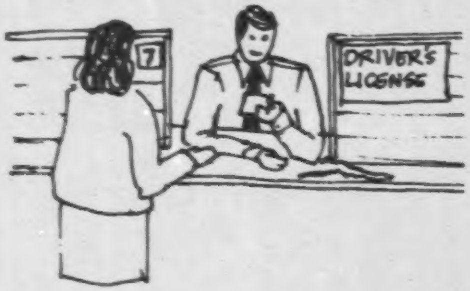
CALIFORNIA DRIVERS LICENSE
197-
A101010
Maria Gomez
x *Maria Gomez*

Driver's License



INTERIM DRIVERS
LICENSE (TEMPORARY)
VALID FOR
60 DAYS
FROM
JULY 10,197-
A101010
Maria Gomez
X *Maria Gomez*
CU 311513

Temporary License



Maria: I lost my driver's license yesterday.
Can I get a temporary license?
Clerk: Yes, you can. Fill out this form.
Maria: When will I get my duplicate license?
Clerk: You'll get it in a few weeks.

PRACTICE

"You'll get it in a few weeks"

A. Substitution Drills

1. T models and cues

- Cl
- Gr > responds
- St

2. T: You'll get it in a few weeks.
a few days
a week
a month
(etc.)

B. Answer Drill

T asks - Cl
Gr > answers
St

T: When will I get my duplicate license?

"When will I get my duplicate license?"

A. Substitution Drill

T: When will I get my duplicate license?
temporary
driver's

B. Question and Answer Drill

T cues:

T
Gr > asks - Cl
St
Gr > answers
St

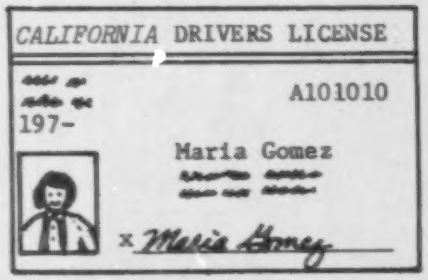
PRACTICE

"You'll get it in a few weeks"

Substitution Drill

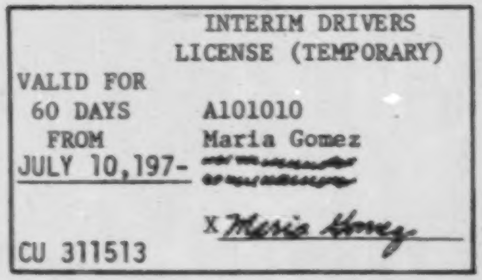
T: You'll get it in a few weeks. S: You'll get it in a few weeks.
He He'll get it in a few weeks.
She She'll get it in a few weeks.
We We'll get it in a few weeks.
They They'll get it in a few weeks.

"When will I get my duplicate license?"



CALIFORNIA DRIVERS LICENSE
A101010
197-
Maria Gomez
x Maria Gomez

1. S-1: When will I get my duplicate license?
S-2: You'll get it in a few weeks.



INTERIM DRIVERS LICENSE (TEMPORARY)
VALID FOR 60 DAYS FROM JULY 10,197-
A101010
Maria Gomez
CU 311513
X Maria Gomez

2. S-1: When will I get my temporary license?
S-2: You'll get it in a few minutes.

* * *

3. S-1: When will he get his driver's license?
   S-2: He'll get it in a month.

4. S-1: When will she get her duplicate license?
   S-2: She'll get it in a few days.

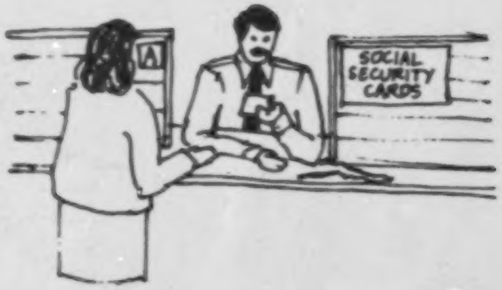
EXTENSION

A. Show a social security card or P266 or T148 and present the dialogue, following the usual procedure.

[NOTE: Give a brief explanation of the social security card and list some of its uses.]

B. Show dialogue on board or overhead for reading lesson.

EXTENSION



Maria: I lost my social security card. What do I need to do?

Clerk: Fill out this application form.

Maria: Will I get a duplicate card later?

Clerk: Yes, you will. You'll get it in the mail.

PRACTICE

"Yes, you will/No, you won't"

A. Substitution Drills

1. T: Yes, you will.
   I
   (etc.)

2. T: No, I won't.
   we
   (etc.)

PRACTICE

B. Answer Drill

T cues and asks "yes-no" questions

- Cl
- Gr > gives affirmative or negative response
- St

T: Will I get a duplicate Card?

"Will I get a duplicate card?"

A. Substitution Drill

T: Will I get a duplicate card later?
temporary
social security

B. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

"Will I get it in the mail?"

A. Substitution Drill

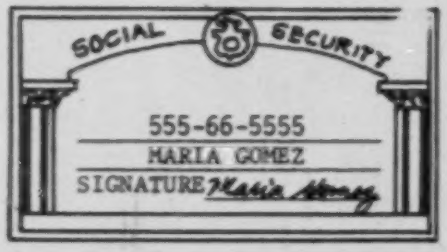
T cues - Cl / Gr / St > responds

B. Question and Answer Drill

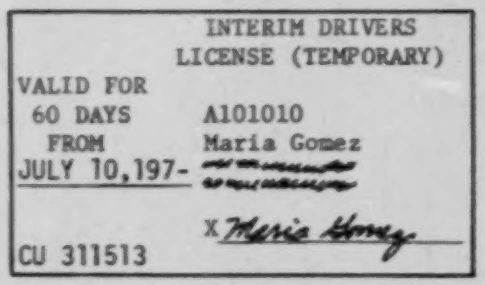
T cues: Cl / Cr / St > asks - St answers

S-1: Will I get it in the mail?
S-2: Yes, you will.

"Will I get a duplicate card?"



SOCIAL SECURITY
555-66-5555
MARIA GOMEZ
SIGNATURE Maria Gomez



INTERIM DRIVERS
LICENSE (TEMPORARY)
VALID FOR
60 DAYS
FROM
JULY 10,197-
A101010
Maria Gomez
X Maria Gomez
CU 311513

1. S-1: Will I get a duplicate card later?
S-2: Yes, you will.

2. S-1: Will I get a temporary license later?
S-2: No, you won't.

"Will I get it in the mail?"

Substitution Drill

T: Will I get it in the mail?	S: Will I get it in the mail?
he	Will he get it in the mail?
she	Will she get it in the mail?
we	Will we get it in the mail?
you	Will you get it in the mail?
they	Will they get it in the mail?

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

OPTIONAL ACTIVITY

Have students role play losing a wallet or another personal item and then asking around for it. Examples:

S-1: I can't find my wallet. Can you help me?

S-2: Did you ask the manager?
saleslady
(etc.)

(or)

Did you look in the pharmacy section?
cosmetics
(etc.)

MINI-DIALOGUES

1. S-1: Will I get a duplicate card later?
S-2: Yes, you will.
S-1: Will I get it in the mail?
S-2: Yes, you will.

2. S-1: Can I get a temporary license?
S-2: Yes, you can.
S-1: When will I get my duplicate license?
S-2: You'll get it in a few weeks.

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow directions as noted in the student leaflet.

READING

A. Read the Practice exercises on pages 2 and 3.

B. Read the Extension exercises on page 4.

C. Read the Mini-dialogues on page 4.

D. Read the Listening Comprehension story on page 1.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Listening Comprehension story on page 1.

1. Where did Maria go yesterday?

____

2. ________________________________

She put some groceries in her cart.

3. Where did she take the groceries?

____

4. __________________________________

No, it wasn't.

5. Where did she look?

____

6. ______________________ Lost and Found?

Yes, she did.

7. Did she ask the manager?

____

8. Did she find her wallet?

____

SECTION II: EMERGENCY CALLS

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: EMERGENCY CALLS

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to report an emergency to the Fire or Police Department by dialing the operator.

PRONUNCIATION

A. T shows P267 or T149 and models
- Cl listens

B. Have students point to the proper picture as you call out the words.

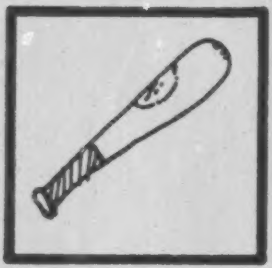
C. Show P268 or T149 and contrast the formation of final /t/ and /k/.

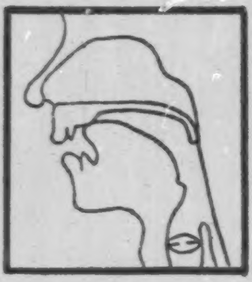
D. Have students call out "a bat" or "a back" as you show the pictures.

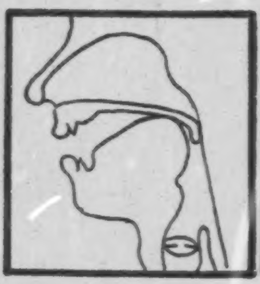
E. T models exercise - Cl, Gr, St repeats

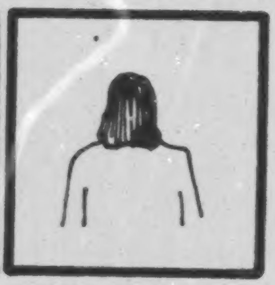
[NOTE: Make sure the students do not drop the final consonant.]

PRONUNCIATION


/-t/ a bat


/-t/


/-k/


/-k/ a back

a bat

a bad bat

Wipe your feet.

Take a seat.

a back

a bad back

Please come back.

Take a good look.

THE DIALOGUE

Preliminary Activity

A. T shows P269-270 or T150 and identifies emergency situations - Cl listens

[NOTE: Explain function of telephone operator in emergency situations.]

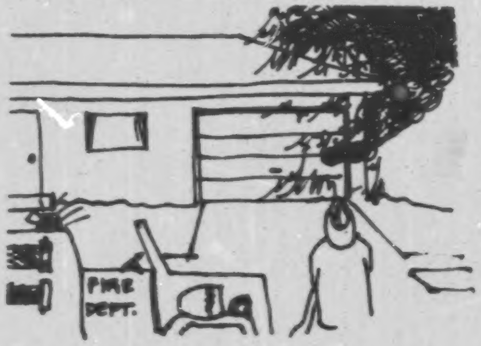
B. T cues and models - Cl, Gr, St repeats

C. T cues and asks - Cl, Gr, St answers

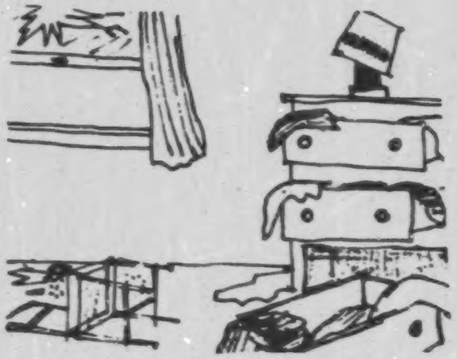
T: What's wrong?

THE DIALOGUE

Preliminary Activity



My garage is on fire.

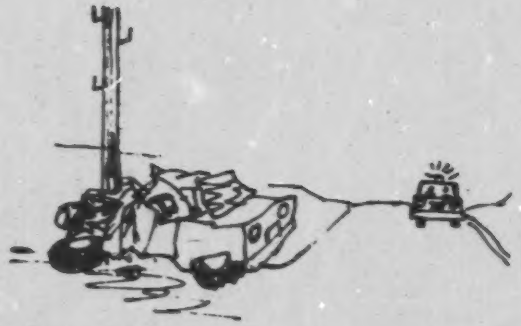

A thief broke into my house.

Presenting the Dialogue

A. Show P271 or T151 and set the scene.

B. Present the dialogue following the usual procedure.

C. Show dialogue on board or overhead for reading lesson.



There was an accident in front of Joanne Kim's house. Someone was hurt. Joanne dialed "O" for Operator.

Operator: Operator.
Joanne: I need an ambulance right away.
Operator: One moment, please.
Voice: Ambulance.
Joanne: Please send an ambulance to 1011 West Blvd.
Voice: What's wrong?
Joanne: Someone was hurt in an auto accident.

- -

PRACTICE

"I need an ambulance right away"

A. Substitution Drill

T: I need an ambulance right away.
a fire truck
the police
a doctor

B. Answer Drill

T: Operator.
S: I need an ambulance right away.

"Someone was hurt in an accident"

A. Substitution Drill

T: Someone was hurt in an accident.
My neighbor
I
(etc.)

B. Answer Drill

T: What's wrong?
S: Someone was hurt in an accident.

"My garage is on fire"

A. Substitution Drill

T: My garage is on fire.
house
car
(etc.)

B. Answer Drill

T: What's wrong?
S: My garage is on fire.

"A thief broke into my house"

A. Substitution Drill

T: A thief broke into my house.
apartment
car
(etc.)

B. Answer Drill

T: What's wrong?
S: A thief broke into my house.

"What's wrong?"

Question and Answer Drills

T cues: T / Gr / St > asks - Cl / Gr / St > answers

MINI-DIALOGUES

T sets pattern: St asks - St answers

OPTIONAL ACTIVITY

Divide students into groups and have them practice calling for emergency help. In addition to expressions used in this lesson, the following can also be utilized:

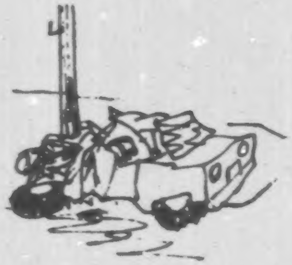
"The gas is leaking."
"Our street lights are out."
"Our street is flooded."

READING

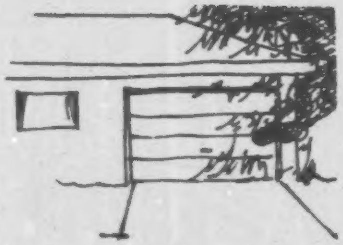
[NOTE: Have students open their leaflets at this time.]

A. B., and C. Have students follow directions as noted in the student leaflet.

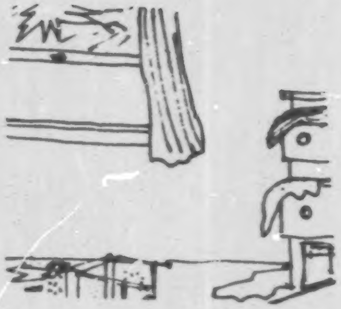
"What's wrong?"



1. S-1: What's wrong?
S-2: Someone was hurt in an accident.



2. S-1: What's wrong?
S-2: My garage is on fire!



3. S-1: What's wrong?
S-2: A thief broke into my room.

MINI-DIALOGUES

1. S-1: I need an ambulance right away.
S-2: What's wrong?
S-1: My neighbor was hurt in an accident.

2. S-1: I need a fire truck right away.
S-2: What's wrong?
S-1: My house is on fire!

*

3. S-1: I need the police right away.
S-2: What's wrong?
S-1: A thief broke into my apartment.

READING

A. Read the sentences on page 6.

B. Read the Practice exercises on page 7.

C. Read the Mini-dialogues on page 7.

D. Follow the usual procedure for practicing reading.

D. Rea..

A Thief

A thief broke into Ken Kono's house. Ken was at work. The thief took the TV set. Ken came home. He was not happy. He called the operator. The operator gave him the Police Department.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. What happened at Ken Kono's house?

____

2. What did the thief take?

____

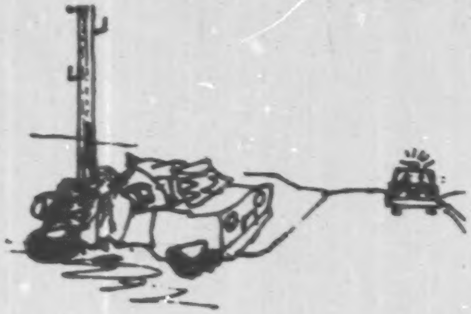
3. What ________ ____________ Ken do?

He called the operator.

4. Did the operator give him the Police Department?

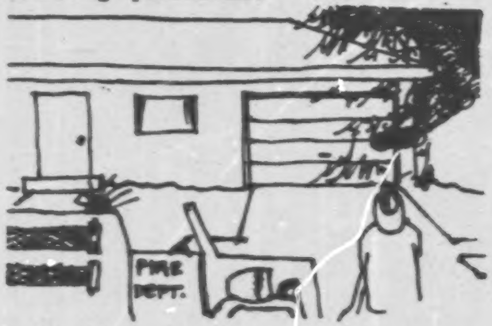
____

B. Write the answers to the following questions.



1. What's wrong?

____



2. What's wrong?

____

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AP-203883

LESSON THIRTY-EIGHT - STUDENT LEAFLET
SECTION I: Maria Lost Her Wallet!
SECTION II: Emergency Calls

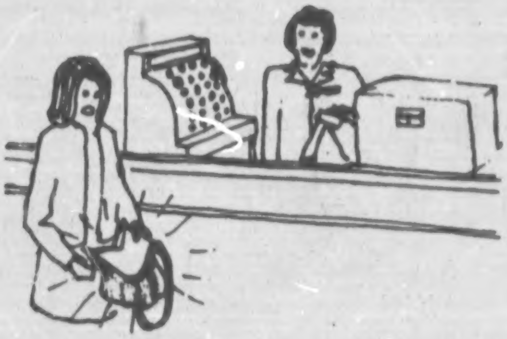
LESSON THIRTY-EIGHT

SECTION I: MARIA LOST HER WALLET!

OBJECTIVE

In this section you will learn what to do if you lose your identification cards.

LISTENING COMPREHENSION



Maria Lost Her Wallet!

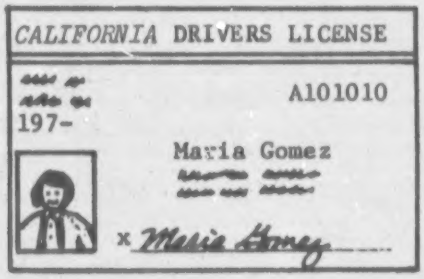
Maria went to the market yesterday. She put some groceries in her cart and went to the checkstand. She looked for her wallet in her purse, but it wasn't there!

Maria looked all around the market. She asked the manager. She checked the Lost and Found. Her wallet wasn't anywhere. Maria lost her wallet and identification cards.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

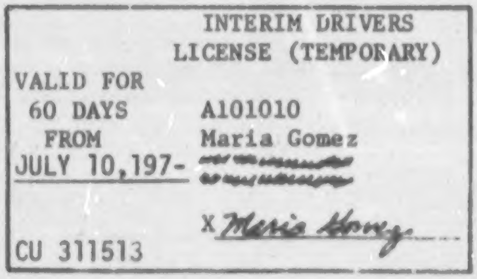
THE DIALOGUE

Preliminary Activity



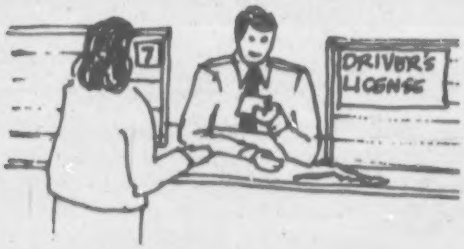
CALIFORNIA DRIVERS LICENSE
A101010
197-
Maria Gomez
x Maria Gomez

Driver's License



INTERIM DRIVERS
LICENSE (TEMPORARY)
VALID FOR
60 DAYS
FROM
JULY 10,197-
A101010
Maria Gomez
X Maria Gomez
CU 311513

Temporary License



Maria: I lost my driver's license yesterday. Can I get a temporary license?

Clerk: Yes, you can. Fill out this form.

Maria: When will I get my duplicate license?

Clerk: You'll get it in a few weeks.

PRACTICE

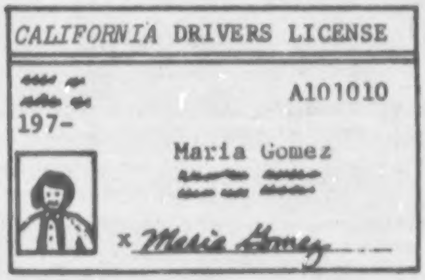
"You'll get it in a few weeks"

Substitution Drill

T:	S:
You'll get it in a few weeks.	You'll get it in a few weeks.
He	He'll get it in a few weeks.
She	She'll get it in a few weeks.
We	We'll get it in a few weeks.
They	They'll get it in a few weeks.

"When will I get my duplicate license?"

Question and Answer Drill



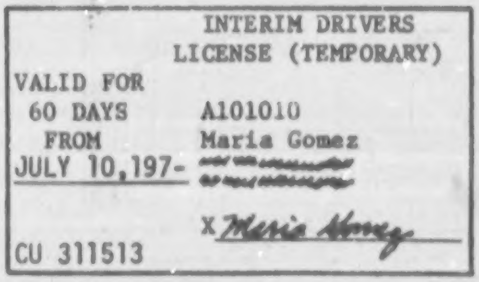
CALIFORNIA DRIVERS LICENSE

A101010

197-

Maria Gomez

x *Maria Gomez*



INTERIM DRIVERS
LICENSE (TEMPORARY)

VALID FOR
60 DAYS
FROM
JULY 10,197-

A101010
Maria Gomez

X *Maria Gomez*

CU 311513

1. S-1: When will I get my duplicate license?
   S-2: You'll get it in a few weeks.

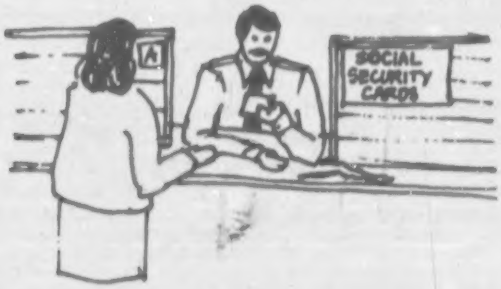
2. S-1: When will I get my temporary license?
   S-2: You'll get it in a few minutes.

* * *

3. S-1: When will he get his driver's license?
   S-2: He'll get it in a month.

4. S-1: When will she get her duplicate license?
   S-2: She'll get it in a few days.

EXTENSION



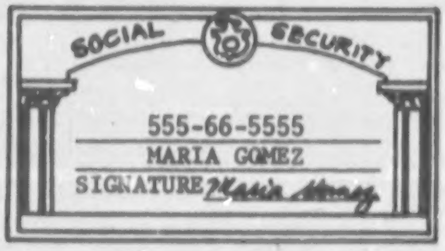
Maria: I lost my social security card. What do I need to do?

Clerk: Fill out this application form.

Maria: Will I get a duplicate card later?

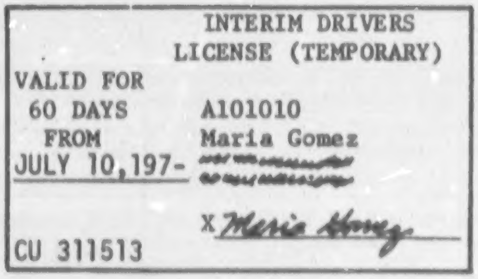
Clerk: Yes, you will. You'll get it in the mail.

"Will I get a duplicate card?"



555-66-5555
MARIA GOMEZ
SIGNATURE Maria Gomez

1. S-1: Will I get a duplicate card later?
   S-2: Yes, you will.


INTERIM DRIVERS
LICENSE (TEMPORARY)
VALID FOR
60 DAYS
FROM
JULY 10,197-
A101010
Maria Gomez
X Maria Gomez
CU 311513

2. S-1: Will I get a temporary license later?
   S-2: No, you won't.

"Will I get it in the mail?"

Substitution Drill

T: Will I get it in the mail?	S: Will I get it in the mail?
he	Will he get it in the mail?
she	Will she get it in the mail?
we	Will we get it in the mail?
you	Will you get it in the mail?
they	Will they get it in the mail?

- -

MINI-DIALOGUES

1. S-1: Will I get a duplicate card later?
   S-2: Yes, you will.
   S-1: Will I get it in the mail?
   S-2: Yes, you will.

2. S-1: Can I get a temporary license?
   S-2: Yes, you can.
   S-1: When will I get my duplicate license?
   S-2: You'll get it in a few weeks.

- -

READING

A. Read the Practice exercises on pages 2 and 3.

B. Read the Extension exercises on page 4

C. Read the Mini-dialogues on page 4.

D. Read the Listening Comprehension story on page 1.

WRITING

Write the questions or answers about the Listening Comprehension story on page 1.

1. Where did Maria go yesterday?

____

2. ____

She put some groceries in her cart.

3. Where did she take the groceries?

____

4. ____

No, it wasn't.

5. Where did she look?

____

6. ____________________________________ Lost and Found?

Yes, she did.

7. Did she ask the manager?

____

8. Did she find her wallet?

____

- -

SECTION II: EMERGENCY CALLS

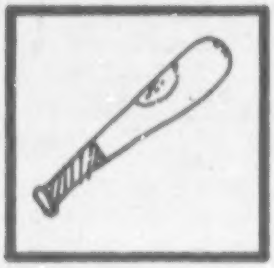
[NOTE: Put away your leaflet until time for Reading.]

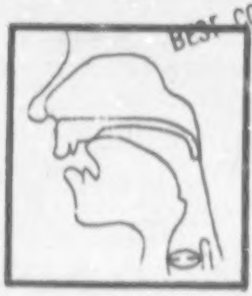
OBJECTIVES

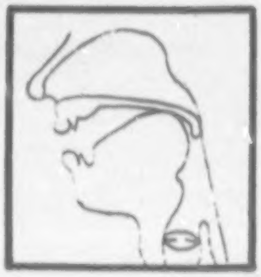
In this section you will:

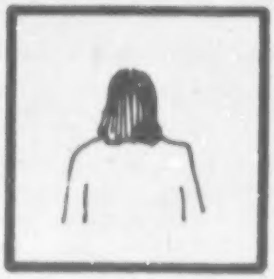
1. Practice pronunciation.
2. Learn to report an emergency to the Fire or Police Department by dialing the operator.

PRONUNCIATION


/-t/ a bat


/-t/


/-k/


/-k/ a back

a bat

a bad bat

Wipe your feet.

Take a seat.

a back

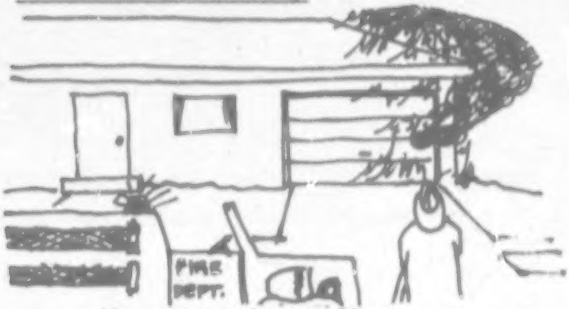
a bad back

Please come back.

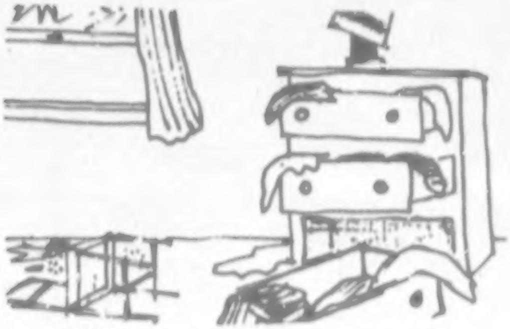
Take a good look.

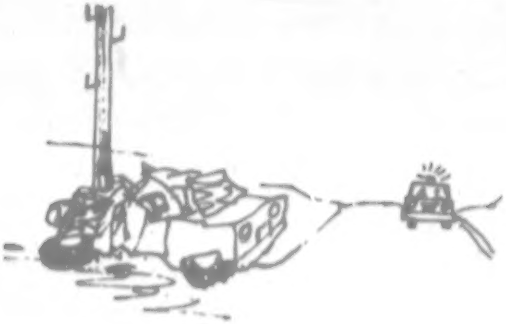
THE DIALOGUE

Preliminary Activity



My garage is on fire.


A thief broke into my house.


There was an accident in front of Joanne Kim's house.
Someone was hurt. Joanne dialed "O" for Operator.

Operator: Operator.

Joanne: I need an ambulance right away.

Operator: One moment, please.

Voice: Ambulance.

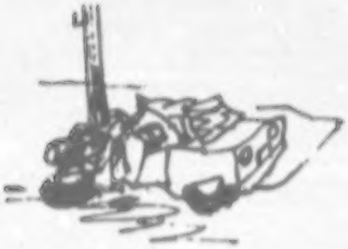
Joanne: Please send an ambulance to 1011 West Blvd.

Voice: What's wrong?

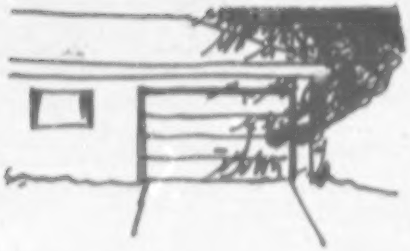
Joanne: Someone was hurt in an auto accident.

PRACTICE

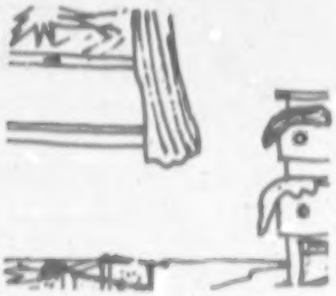
"What's wrong?"



1. S-1: What's wrong?
   S-2: Someone was hurt in an accident.



2. S-1: What's wrong?
   S-2: My garage is on fire!



3. S-1: What's wrong?
   S-2: A thief broke into my room.

MINI-DIALOGUES

1. S-1: I need an ambulance right away.
   S-2: What's wrong?
   S-1: My neighbor was hurt in an accident.

2. S-1: I need a fire truck right away.
   S-2: What's wrong?
   S-1: My house is on fire!

*　　　*　　　*

3. S-1: I need the police right away.
   S-2: What's wrong?
   S-1: A thief broke into my apartment.

READING

A. Read the sentences on page 6.

B. Read the Practice exercises on page 7.

C. Read the Mini-dialogues on page 7.

D. Read:

A Thief

A thief broke into Ken Kono's house. Ken was at work. The thief took the TV set. Ken came home. He was not happy. He called the operator. The operator gave him the Police Department.

WRITING

A. Write the questions or answers about the reading.

1. What happened at Ken Kono's house?

____

2. What did the thief take?

____

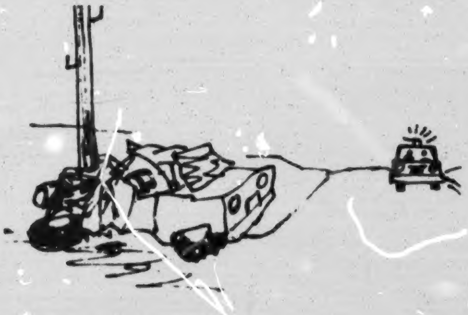
3. What ________________________________ Ken do?

He called the operator.

4. Did the operator give him the Police Department?

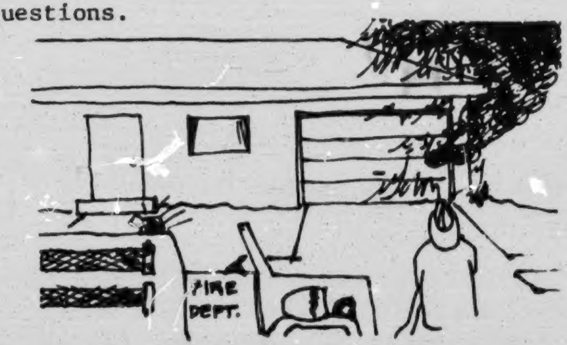
____

B. Write the answers to the following questions.



1. What's wrong?

____



2. What's wrong?

____

LESSON THIRTY-EIGHT: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Use verbal cues and/or pictures of identification cards and emergencies as cues to elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask "yes-no" questions. (Will I get a temporary license later?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (Yes, you will.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask questions with "when." (When will I get my social security card?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (You'll get it in a few weeks.)	1 2 3 4 5	1 2 3 4 5
5. What's wrong? (My garage is on fire.)	1 2 3 4 5	1 2 3 4 5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. It's a bat.
2. She lost her driver's license.
3. She called the fire department.
4. My garage is on fire.
5. I need the police right away.
6. Please send an ambulance.
7. When will I get my social security card?
8. Operator, a thief broke into my house.

III. READING

IV. WRITING

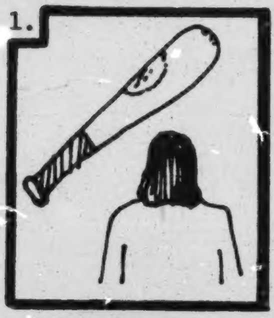
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

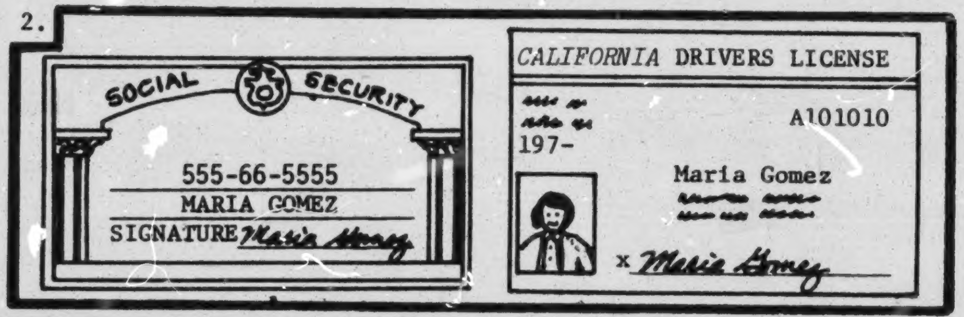
LESSON THIRTY-EIGHT: STUDENT EVALUATION FORM

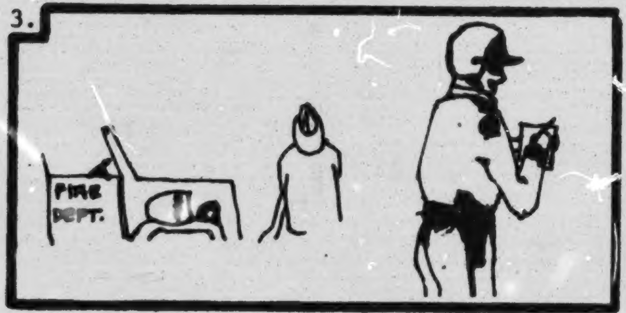
I. Oral Exercises

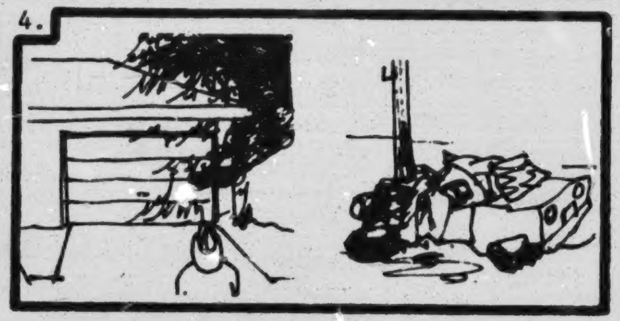
II. LISTENING COMPREHENSION

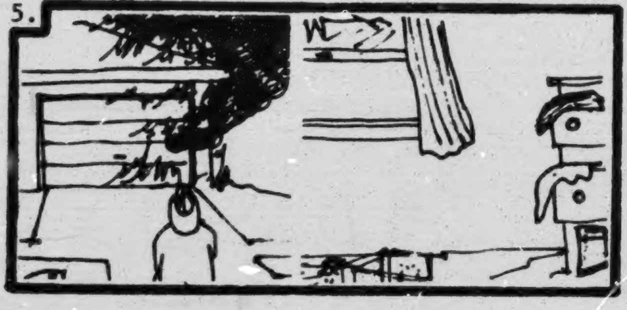
Directions: Listen to the teacher. Circle the correct answer.

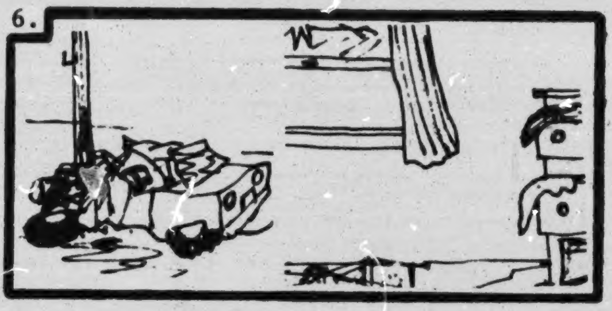
1.


2.

SOCIAL SECURITY
555-66-5555
MARIA GOMEZ
SIGNATURE Maria Gomez
CALIFORNIA DRIVERS LICENSE
197-
A101010
Maria Gomez
x Maria Gomez

3.


4.


5.


6.


7.

a. Yes, you will.

b. In two weeks.

c. A duplicate card.

8. I'll give you:

a. the Fire Department

b. the Police Department

c. the ambulance

III. READING

Directions: Circle the correct answers.

1. Will I ________ a permanent license later?

got

get

gets

2. _________ will I get it?

What

Can

When

3. __________ get it in a few days.

You'll

You're

There

4. Please _______ an ambulance.

sends

send

sending

5. When will I get ______ license?

I

he

my

6. A thief broke ______ my house.

at

into

on

IV. WRITING

Directions: Write the questions or answers.

1. Will I get a duplicate card later?

____.

2. Where did Maria go?

____.

3. ____?

You'll get it in three weeks.

4. What's wrong?

____.

Sentences to Copy

She went to the market.

Can I get a duplicate card?

My house is on fire.

Yes, you will.

No, he isn't.

He went shopping.

When will I get my card?

Los Angeles Unified School District
Asian Project - ABE AP-2A3883

LESSON THIRTY-EIGHT - CHINESE SUPPLEMENT
SECTION I: Maria Lost Her Wallet!
SECTION II: Emergency Calls

LESSON THIRTY-EIGHT

第三十八課

SECTION I: MARIA LOST HER WALLET!

第一節： Maria丟了她的錢包！

OBJECTIVE

In this section you will learn what to do if you lose your identification cards.

學習目標

在這一節裡你們要學習如果你們遺失了身份証明應該如何處理。

LISTENING COMPREHENSION

Maria Lost Her Wallet!

Maria went to the market yesterday. She put some groceries in her cart and went to the checkstand. She looked for her wallet in her purse, but it wasn't there!

Maria looked all around the market. She asked the manager. She checked the Lost and Found. Her wallet wasn't anywhere. Maria lost her wallet and identification cards.

聽解

Maria 丟了她的錢包！

Maria 昨天到市場去了。她放了一些東西在(購物)車裡,然後到付錢處(去付錢)。她在她皮包裡找錢包,可是不見了！

Maria 找遍了整個市場。她問過市場的管理人。她(又)到遺失部去查過。什麼地方都找不到。Maria 丟了她的錢包和身份証明卡片。

THE DIALOGUE 對話

Maria:	I lost my driver's license yesterday. Can I get a temporary license?	我昨天丢了我的駕駛執照。我可以(申請)一張臨時執照嗎？
Clerk:	Yes, you can. Fill out this form.	可以的。(請你)把這張表填好。
Maria:	When will I get my duplicate license?	我什麼時候可以拿到複製的執照呢？
Clerk:	You'll get it in a few weeks.	過幾個禮拜你就可以拿到了。

EXTENSION 引申

Maria:	I lost my social security card. What do I need to do?	我丢了我的社會保險卡。我應該怎麼辦呢？
Clerk:	Fill out this application form.	(請你)填好這個表格。
Maria:	Will I get a duplicate card later?	以後我會收到一個複製的卡片嗎？
Clerk:	Yes, you will. You'll get it in the mail.	會的。我們會郵寄給你。

SECTION II: EMERGENCY CALLS 第二節：緊急電話

OBJECTIVES 學習目標

In this section you will: 在這一節裡你們要：

1. Practice pronunciation. 一.練習發音。

2. Learn to report an emergency to the Fire or Police Department by dialing the operator.	二、學習撥電話給接線生,向消防隊或警察局報告緊急事件。

THE DIALOGUE 對話

	There was an accident in front of Joanne Kim's house. Someone was hurt. Joanne dialed "0" for Operator.	Joanne Kim 的家前面發生意外。有人受傷了。Joanne 撥"零"號找接線生。
Operator:	Operator.	接線生。
Joanne:	I need an ambulance right away.	我馬上需要一輛救護車。
Operator:	One moment, please.	請等一下。
Emergency:	Ambulance.	救護車(部)。
Joanne:	Please send an ambulance to 1011 West Blvd.	請你派一輛救護車到 West Blvd. 1011 號。
Emergency:	What's wrong?	怎麼了?
Joanne:	Someone was hurt in an auto accident.	有人在車禍中受傷了。

NOTES 應注意事項

1. If your social security card is lost or stolen, you should immediately	一、如果你的社會保險卡被偷或遺失了,你應該立刻

report it to any distirct office of the Social Security Administration.	向當地社會保險局報告，申請補發。
2. The auxilary "will" indicates future tense. The contracted form "won't" is generally used for negative sentences.	二、助動詞"will"表示將來時態。在表達否定時，常用"won't"而少用"will not"。
3. Learn the following fixed expressions in this lesson:	三、留心學習本課中下列成語：
A thief broke into my house.	小偷闖進了我的家。
My garage is on fire.	我的車房起火了。
Someone was hurt in an accident.	有人在意外事件中受傷了。
Fill out this form.	填這個表格。
One moment, please.	請等一下。

Los Angeles Unified School District
Asian Project - ABE
AP-213983

LESSON THIRTY-NINE - LESSON GUIDE
SECTION I: Your License, Please
SECTION II: I Have a Flat Tire

LESSON THIRTY-NINE

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Listen to the lesson story and then retell it.
2. Identify some common car problems.

Listening and Speaking: Student will be able to:

1. Discuss some common traffic rules and traffic signs.
2. Talk to a traffic officer when stopped for a citation.
3. Discuss some common car problems.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:	What does Jane always do? sometimes never	She always drives carefully. Sometimes she goes through yellow lights. She never goes through red lights.
Review:	My gas tank is empty.	Please fill it up.
	What did I do, officer?	You didn't stop for the signal. You made a U turn. Sign here, please.
	What's the matter?/Can I help you?	I have a flat tire. Can you fix it, please?
	I'll charge the battery for you.	Thanks.

Fixed Expressions: Your driver's license, please.
I'm sorry.
That's no excuse.

INSTRUCTIONAL AIDS

Drill pictures:
P272 - pedestrians, a traffic signal, and an ambulance
P273 - Dialogue (Your license, please)
P274 - traffic signs: No Left Turn, No Right Turn, No U Turn
P275 - Pronunciation: a mask
P276 - Pronunciation: a mast
P277 - a gas gauge
P278 - a dead battery
P279 - a dirty windshield
P280 - a boiling radiator
P281 - a flat tire
P282 - Dialogue (I have a flat tire)

Transparencies:
T152 - pedestrians, a traffic signal, and an ambulance
T153 - Dialogue (Your license, please)
T154 - traffic signs: No Left Turn, No Right Turn, No U Turn
T155 - Pronunciation: a mask - a mast
T156 - a gas gauge, a dead battery, a dirty windshield, a boiling radiator, and a flat tire
T157 - Dialogue (I have a flat tire)

Student handouts:
Student leaflet
Student evaluation form

Lesson Guide:
Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Adverbs like "always," "never," etc. can occur at the beginning or at the end of a sentence in Tagalog. This feature occasionally leads a Filipino student to make utterances like: *"He drives carefully always."
2. Chinese newcomers do not expect gas station attendants to perform services other than filling the gasoline tank, as that is all they are required to do in China.
3. The use of the phrase "have to" meaning "must" will be new to the Asians.

SECTION I: YOUR LICENSE, PLEASE

SECTION I: YOUR LICENSE, PLEASE

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from Lesson 38.

B. Suggested items for review conversations:

1. Driver's licenses and social security cards.

2. Asking a clerk in the Department of Motor Vehicles for a temporary license and a clerk in the Social Security Office for a duplicate card.
3. Reporting an emergency to the Police and Fire Departments through the operator.

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn to:

1. Discuss common traffic rules and traffic signs.
2. Talk to a traffic officer when he stops you.

LISTENING COMPREHENSION

A. Show P272 or T152 and set the scene.

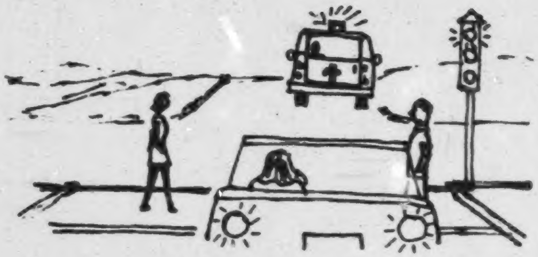
B. Read the paragraph twice at a normal pace.

[NOTE: Explain concepts of:
   a. "red" and "yellow" traffic lights
   b. "always," "sometimes," and "never."]

C. Ask "yes-no" questions about the story.

D. Ask information questions about the story.

LISTENING COMPREHENSION



Jane Drives Carefully

Jane always drives carefully. She stops for pedestrians, ambulances, and fire trucks. Sometimes Jane goes through a yellow light, but she never goes through a red light.

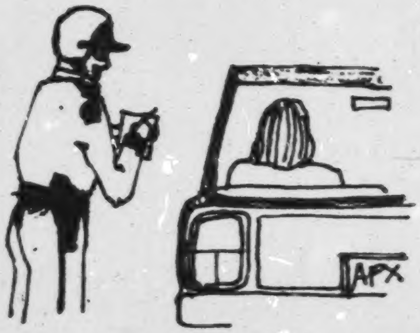
THE DIALOGUE

A. Show P273 or T153 and set the scene.

B. Present the dialogue following the usual procedure.

C. Show dialogue on board or overhead for reading lesson.

THE DIALOGUE



Jane was on her way home. She saw a red light in her mirror. It was a police car. She parked her car.

Officer:	Your license, please.
Jane:	What did I do, officer?
Officer:	You didn't stop at the stop sign.
Jane:	I thought I did.
Officer:	You need to make a complete stop. Sign here.

PRACTICE

"You didn't stop for the signal"

A. Substitution Drill

T models and cues - Cl / Gr / St > responds

PRACTICE

"You didn't stop for the signal"

A. Substitution Drill

T: You didn't stop for the signal.
S: You didn't stop for the signal.
the red light
S: You didn't stop for the red light.
the pedestrians
S: You didn't stop for the pedestrians.

B. Answer Drill

T: What did I do, officer?
S: You didn't stop for the signal.

C. Question and Answer Drill

T cues: T / Gr / St > asks - Cl / Gr / St > answers

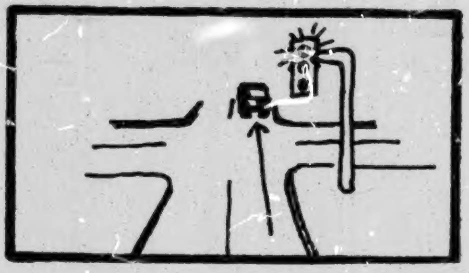
MINI-DIALOGUES

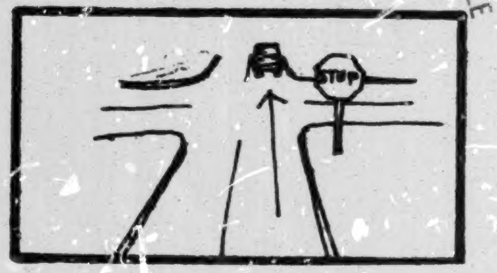
T cues and sets pattern:

St asks - St answers

the ambulance
S: You didn't stop for the ambulance.
the police car
S: You didn't stop for the police car.
the fire truck
S: You didn't stop for the fire truck.

B. Question and Answer Drill





1. S-1: What did I do, officer?
S-2: You didn't stop for the red light.

2. S-1: What did I do, officer?
S-2: You didn't stop at the stop sign.

* * *

3. S-1: What did I do, officer?
S-2: You didn't stop for the pedestrian.

4. S-1: What did I do, officer?
S-2: You didn't stop for the fire truck.

MINI-DIALOGUES

1. S-1: Your driver's license, please.
S-2: What did I do, officer?
S-1: You didn't stop for the police car.
S-2. I thought I did.
S-1: Sign here, please.

2. S-1: Your driver's license, please.
S-2: What did I do, officer?
S-1: You didn't stop for the signal.
S-2: I thought I did.
S-1: Sign here, please.

EXTENSION DIALOGUE

Preliminary Activity

A. T shows P274 or T154 and identifies signs

- Cl listens

B. T cues and asks - Cl, Gr, St > answers

T: (Show NO RIGHT TURN sign.)
Can you turn right at this sign?

S: No, I can't.

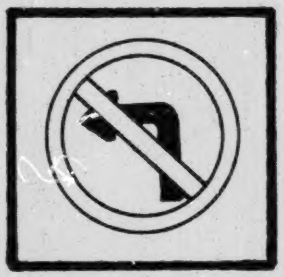
Presenting the Dialogue

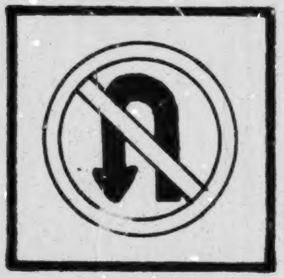
A. Follow the usual procedure for presenting the dialogue.

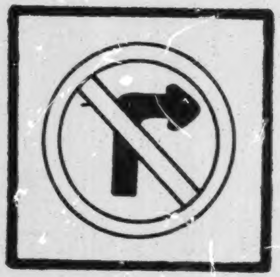
B. Show dialogue on board or overhead for reading lesson.

EXTENSION DIALOGUE

Preliminary Activity


NO LEFT TURN


NO U TURN


NO RIGHT TURN

Maria Garcia turned left at a NO LEFT TURN sign. The traffic officer stopped her.

Officer: You made a left turn. Did you see that sign?
Maria: I'm sorry. I didn't see it.
Officer: That's no excuse. Sign here.

CONTROLLED CONVERSATION

Lead students into a conversation with a traffic officer. Have students supply their own traffic violation.

CONTROLLED CONVERSATION

S-1: Your license, please.
S-2: What did I do, officer?
S-1: You made a U turn. Did you see that sign?
S-2: I'm sorry. I didn't see it.
S-1: That's no excuse. Sign here.

READING

[NOTE: Distribute the student leaflets at this time.]

Have students follow directions as noted in the student leaflet.

READING

A. Read the Practice exercises on pages 2 and 3.

B. Read the Mini-dialogues on page 3.

C. Read the Controlled Conversation on page 3.

D. Read the Listening Comprehension story on page 1.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the Listening Comprehension story.

1. Does Jane always drive carefully? ______________

2. ______________________ Jane do?

She ____________________ pedestrians.

She ___________ ambulances and ______________

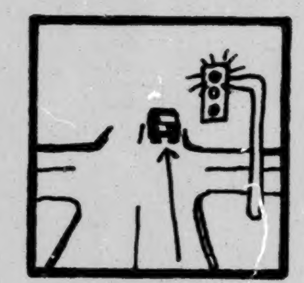
3. What does Jane do sometimes?

Sometimes __________________________

4. Does she go through red lights?

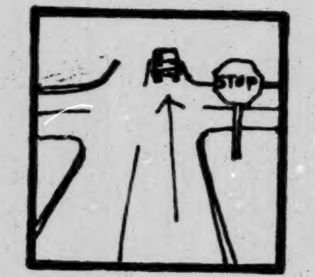
No, _________ She _________ red lights.

B. Write the answers to the questions.



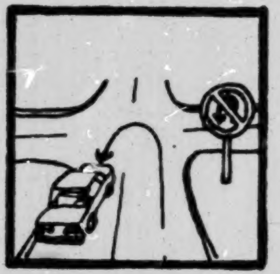
1. What did he do?

____



2. What did she do?

____



3. What did he do?

____

SECTION II: I HAVE A FLAT TIRE

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

- -

PRONUNCIATION

A. T shows P275-276 or T155 and models

- Cl listens

B. T demonstrates formation of final /-st/ and /-sk/ sounds.

[NOTE: Be sure the students do not drop the final cluster or add a vowel after the final sound.]

C. T models exercise - Cl
Gr > repeats
St

SECTION II: I HAVE A FLAT TIRE

[NOTE: Put away your leaflet until time for Reading.]

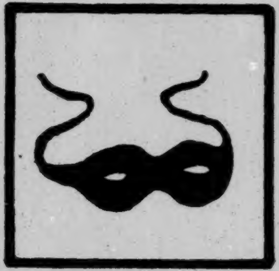
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss some common car problems.
3. Learn to ask for help with these problems.

- -

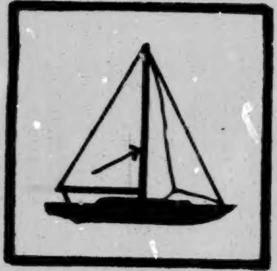
PRONUNCIATION



/-sk/ a mask

It's a mask.

It's dusk.



/-st/ a mast

It's a mast.

It's dust.

Ask for the best desk.

He missed the last test.

THE DIALOGUE

Preliminary Activity

A. T shows P277-281 or T156 and identifies the car problems
- Cl listens

B. T cues and asks "yes-no" questions

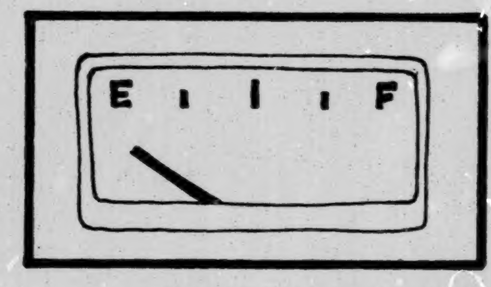
- Cl
Gr
St
answers

T: Is your gas tank empty?

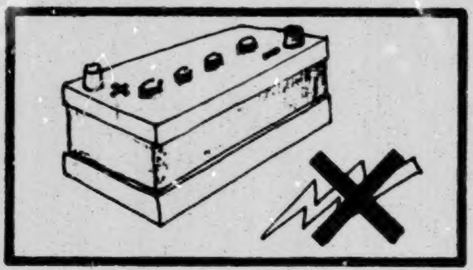
C. T cues and models - Cl
Gr
St
repeats

THE DIALOGUE

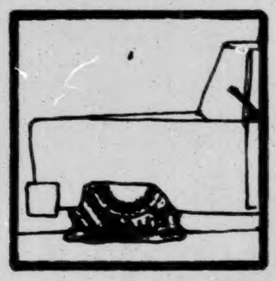
Preliminary Activity



The gas tank is empty.
Please fill it up.

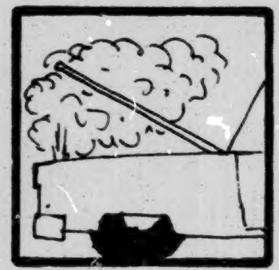


The battery is dead.
Please charge it.

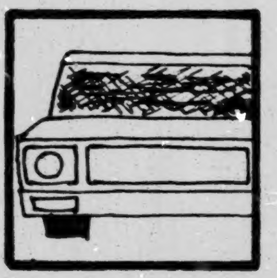


That tire is flat.

Please change it.



The radiator is boiling.
Please cool it.



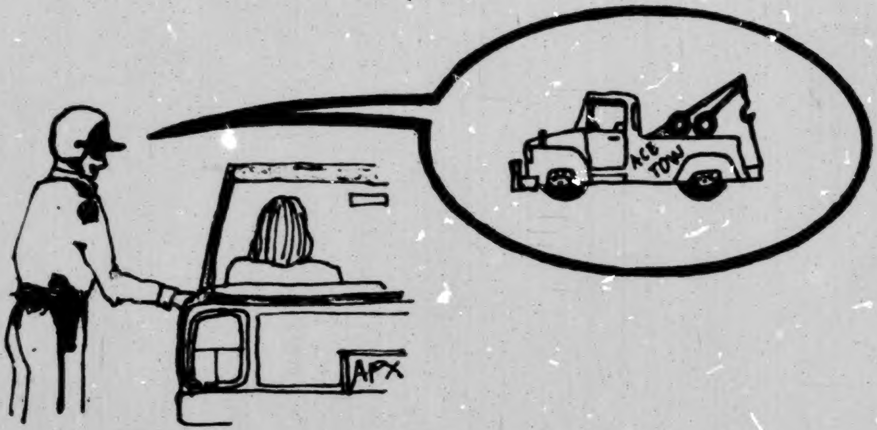
The windshield is dirty.
Please clean it.

Presenting the Dialogue

A. Show P282 or T157 and set the scene.

B. Follow the usual procedure for presenting a dialogue.

C. Show dialogue on board or overhead for reading lesson.



Maria had car trouble on the freeway yesterday. An officer stopped to help her.

Officer: What's the trouble?
Maria: I have a flat tire.
Officer: Do you have a spare (tire)?
Maria: No, I don't.
Officer: I'll call a tow truck for you.

PRACTICE

"I'll fill it for you"

A. Substitution Drill

T models and cues: Cl, Gr, St responds

B. Response Drill

T cues with a problem: Cl, Gr, St responds

T: The battery is dead.
S: I'll charge it for you.

PRACTICE

"I'll fill it for you"

Substitution Drill

T:	S:
I'll fill it for you.	I'll fill it for you.
charge	I'll charge it for you.
change	I'll change it for you.
clean	I'll clean it for you.
cool	I'll cool it for you.

MINI-DIALOGUES

T sets pattern and cues:

St asks - St answers

EXTENSION DIALOGUE

A. Show P278 or T156 and follow the usual procedure for presenting the dialogue.

B. Show dialogue on board for reading lesson.

PRACTICE

"Can you fill it up, please?"

Substitution Drill

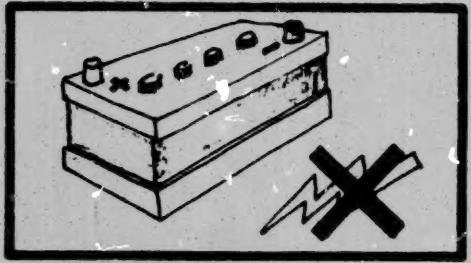
T models and cues: Cl / Gr / St > responds

MINI-DIALOGUES

1. S-1: What's the trouble?
   S-2: The gas tank's empty.
   S-1: I'll fill it for you.
   S-2: Thanks.

2. S-1: What's the trouble?
   S-2: The battery's dead.
   S-1: I'll charge it for you.
   S-2: Thanks.

EXTENSION DIALOGUE



S-1: Can I help you?

S-2: Yes, the battery is dead. Can you charge it, please?

S-1: Sure.

PRACTICE

"Can you fill it up, please?"

Substitution Drill

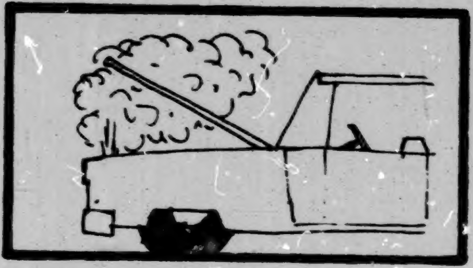
T: Can you fill it up, please?	S: Can you fill it up, please?
change it	Can you change it, please?
cool it	Can you cool it, please?
tow it	Can you tow it, please?
charge it	Can you charge it, please?
clean it	Can you clean it, please?

MINI-DIALOGUES

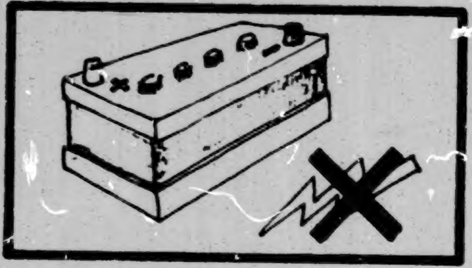
T sets pattern and cues:

St asks - St answers

MINI-DIALOGUES



1. S-1: Can I help you?
S-2: Yes. The radiator is boiling. Can you cool it, please?
S-1: Sure.



2. S-1: Can I help you?
S-2: Yes. The battery is dead. Can you charge it, please?
S-1: Sure.

READING

[NOTE: Have students reopen their leaflets at this time.]

A., B., C., and D. Have students follow directions as noted in the student leaflet.

E. Follow the usual procedure for practicing reading.

READING

A. Read the Practice exercises on page 6.

B. Read the Mini-dialogues on page 7.

C. Read the Practice exercises on page 7.

D. Read the Mini-dialogues on page 7.

E. Read:

A Flat Tire

Maria had a flat tire on the freeway. She didn't have a spare. A tow truck towed her to a gas station. The attendant fixed the tire for her.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. Did Ann have a flat tire on the freeway?

   ____

2. ______________________________

   No, she didn't.

3. Where did the tow truck tow her?

   ____

4. What did the attendant do for her?

   He ______________________________

B. Write the correct words in the blanks.

1. The gas tank is empty.

   Please ______________________________

2. The windshield ______________________________

   Please ______________________________

3. That tire ______________________________

   Please ______________________________

Los Angeles Unified School District
Asian Project - ABE
AP-203983

LESSON THIRTY-NINE - STUDENT LEAFLET
SECTION I: Your License, Please
SECTION II: I Have a Flat Tire

LESSON THIRTY-NINE

SECTION I: YOUR LICENSE, PLEASE

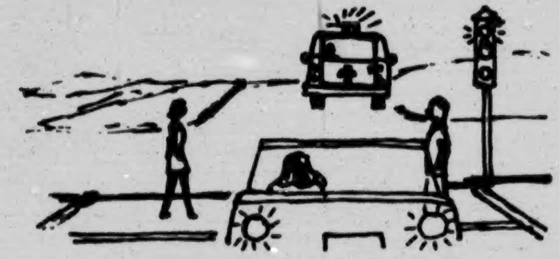
OBJECTIVES

In this section you will learn to:

1. Discuss common traffic rules and traffic signs.
2. Talk to a traffic officer when he stops you.

- -

LISTENING COMPREHENSION

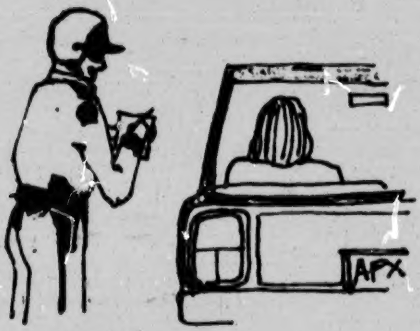


Jane Drives Carefully

Jane always drives carefully. She stops for pedestrians, ambulances, and fire trucks. Sometimes Jane goes through a yellow light, but she never goes through a red light.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE



Jane was on her way home. She saw a red light in her mirror. It was a police car. She parked her car.

Officer: Your license, please.
Jane: What did I do, officer?
Officer: You didn't stop at the stop sign.
Jane: I thought I did.
Officer: You need to make a complete stop. Sign here.

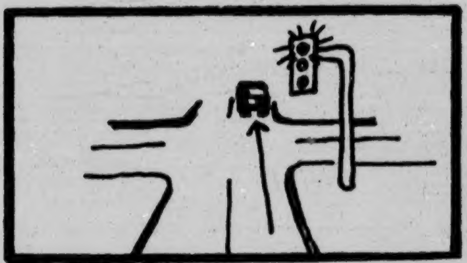
PRACTICE

"You didn't stop for the signal"

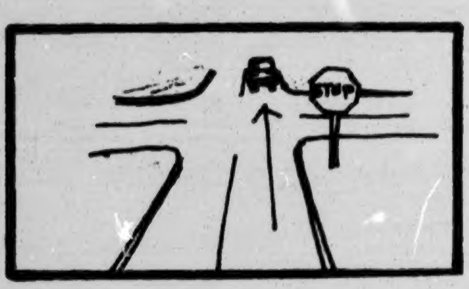
A. Substitution Drill

T: You didn't stop for the signal.	S: You didn't stop for the signal.
the red light	You didn't stop for the red light.
the pedestrians	You didn't stop for the pedestrians.
the ambulance	You didn't stop for the ambulance.
the police car	You didn't stop for the police car.
the fire truck	You didn't stop for the fire truck.

B. Question and Answer Drill



1. S-1: What did I do, officer?
   S-2: You didn't stop for the red light.



2. S-1: What did I do, officer?
   S-2: You didn't stop at the stop sign.

* * *

3. S-1: What did I do, officer?
   S-2: You didn't stop for the pedestrian.

4. S-1: What did I do, officer?
   S-2: You didn't stop for the fire truck.

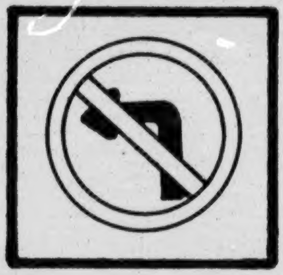
MINI-DIALOGUES

1. S-1: Your driver's license, please.
   S-2: What did I do, officer?
   S-1: You didn't stop for the police car.
   S-2: I thought I did.
   S-1: Sign here, please.

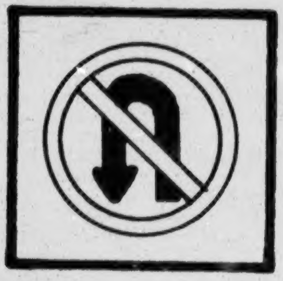
2. S-1: Your driver's license, please.
   S-2: What did I do, officer?
   S-1: You didn't stop for the signal.
   S-2: I thought I did.
   S-1: Sign here, please.

EXTENSION DIALOGUE

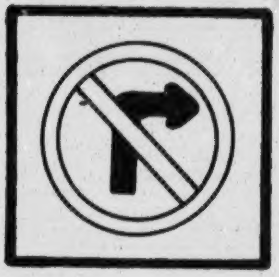
Preliminary Activity



NO LEFT TURN



NO U TURN



NO RIGHT TURN

Maria Garcia turned left at a NO LEFT TURN sign. The traffic officer stopped her.

Officer: You made a left turn. Did you see that sign?
Maria: I'm sorry. I didn't see it.
Officer: That's no excuse. Sign here.

CONTROLLED CONVERSATION

S-1: Your license, please.
S-2: What did I do, officer?
S-1: You made a U turn. Did you see that sign?
S-2: I'm sorry. I didn't see it.
S-1: That's no excuse. Sign here.

READING

A. Read the Practice exercises on pages 2 and 3.

B. Read the Mini-dialogues on page 3.

C. Read the Controlled Conversation on page 3.

D. Read the Listening Comprehension story on page 1.

- -

WRITING

A. Write the questions or answers about the Listening Comprehension.

1. Does Jane always drive carefully?

____

2. ______________________________________ Jane do?

She ____________________________________ pedestrians.

She ____________________ ambulances and ________________

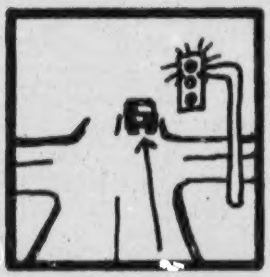
3. What does Jane do sometimes?

Sometimes ____

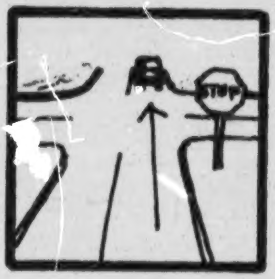
4. Does she go through red lights?

No, ______________________ She ________________ red lights.

B. Write the answers to the questions.

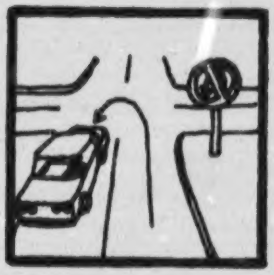

1. What did he do?

____



2. What did she do?

____


3. What did he do?

____

SECTION II: I HAVE A FLAT TIRE

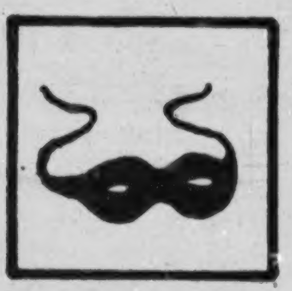
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

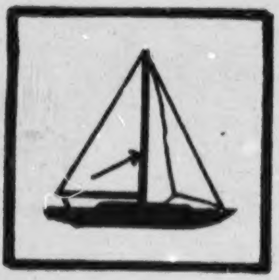
In this section you will:

1. Practice pronunication.
2. Learn to discuss some common car problems.
3. Learn to ask for help with these problems.

PRONUNCIATION



/-sk/ a mask



/-st/ a mast

It's a mask.

It's dusk.

It's a mast.

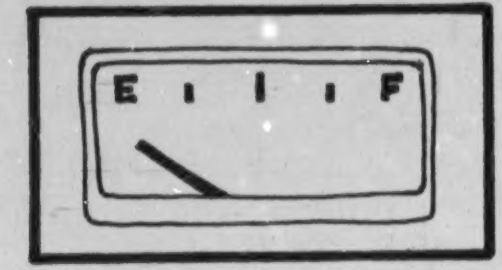
It's dust.

Ask for the best desk.

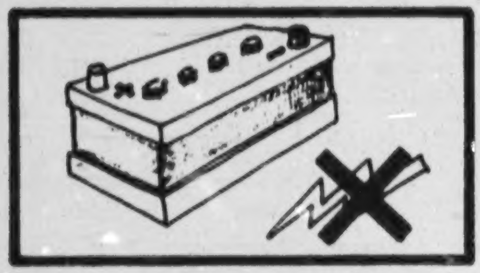
He missed the last test.

THE DIALOGUE

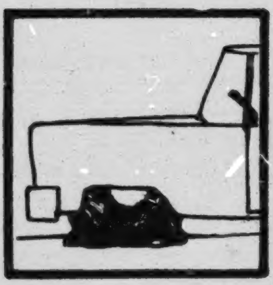
Preliminary Activity



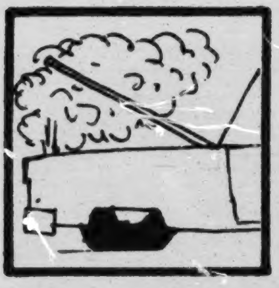
The gas tank is empty.
Please fill it up.



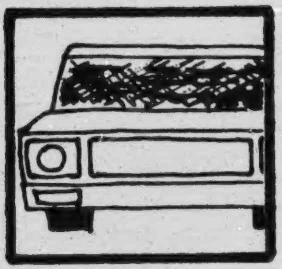
The battery is dead.
Please charge it.



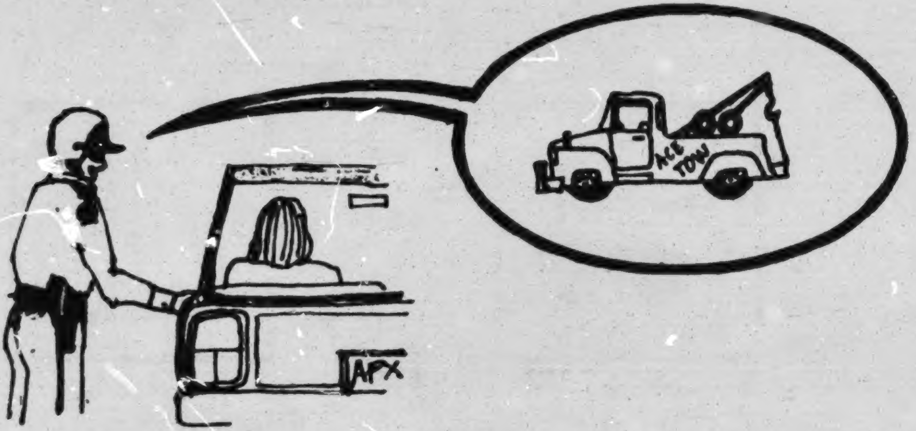
That tire is flat.
Please change it.



The radiator is boiling.
Please cool it.



The windshield is dirty.
Please clean it.



Maria had car trouble on the freeway yesterday.
An officer stopped to help her.

Officer: What's the trouble?
Maria: I have a flat tire.
Officer: Do you have a spare (tire)?
Maria: No, I don't.
Officer: I'll call a tow truck for you.

PRACTICE

"I'll fill it for you"

Substitution Drill

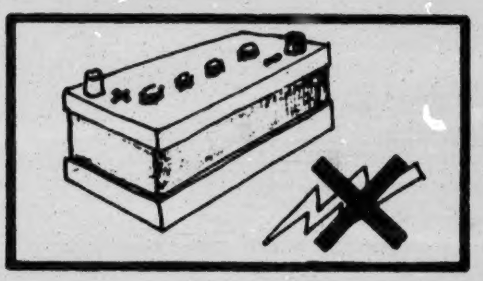
T: I'll fill it for you.	S: I'll fill it for you.
charge	I'll charge it for you.
change	I'll change it for you.
clean	I'll clean it for you.
cool	I'll cool it for you.

MINI-DIALOGUES

1. S-1: What's the trouble?
   S-2: The gas tank's empty.
   S-1: I'll fill it for you.
   S-2: Thanks.

2. S-1: What's the trouble?
   S-2: The battery's dead.
   S-1: I'll charge it for you.
   S-2: Thanks.

EXTENSION DIALOGUE



S-1: Can I help you?
S-2: Yes, the battery is dead. Can you charge it, please.
S-1: Sure.

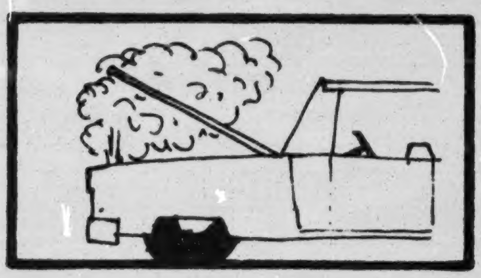
PRACTICE

"Can you fill it up, please?"

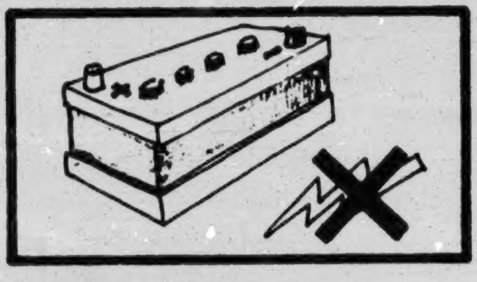
Substitution Drill

T	S
Can you fill it up, please?	Can you fill it up, please?
change it	Can you change it, please?
cool it	Can you cool it, please?
tow it	Can you tow it, please?
charge it	Can you charge it, please?
clean it	Can you clean it, please?

MINI-DIALOGUES



1. S-1: Can I help you?
   S-2: Yes, the radiator is boiling. Can you cool it, please.
   S-1: Sure.



2. S-1: Can I help you?
   S-2: Yes, the battery is dead. Can you charge it, please.
   S-1: Sure.

READING

A. Read the Practice exercises on page 6.

B. Read the Mini-dialogues on page 7.

C. Read the Practice exercises on page 7.

D. Read the Mini-dialogues on page 7.

E. Read:

A Flat Tire

Maria had a flat tire on the freeway. She didn't have a spare. A tow truck towed her to a gas station. The attendant fixed the tire for her.

WRITING

A. Write the questions or answers about the reading.

1. Did Ann have a flat tire on the freeway?

____

2. ______________________________

No, she didn't.

3. Where did the tow truck tow her?

____

4. What did the attendant do for her?

He ______________________________

B. Write the correct words in the blanks.

1. The gas tank is empty.

Please ______________________________

2. The windshield ______________________________

Please ______________________________

3. That tire ______________________________

Please ______________________________

BEST COPY AVAILABLE

LESSON THIRTY-NINE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Use drill pictures of traffic signs and car problems as cues to elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask questions with "what." (What did she do?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (She didn't stop at a stop sign.)	1 2 3 4 5	1 2 3 4 5
3. Have students ask about car troubles. (What's the trouble?)	1 2 3 4 5	1 2 3 4 5
4. Have students answer question #3. (The battery is dead.)	1 2 3 4 5	1 2 3 4 5
5. Can I help you? (My radiator is boiling. Can you cool it?)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I saw the mask.
2. She stopped for the pedestrians.
3. I can not make a left turn.
4. Please charge it.
5. Can you cool it for me?
6. Does he need a fill up?
7. Can she make a right turn?

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON THIRTY-NINE: STUDENT EVALUATION FORM

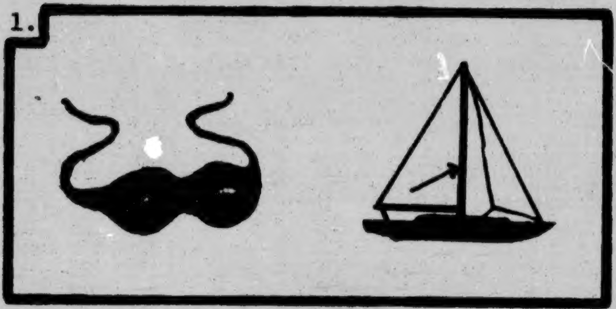
I. Oral Exercise

- -

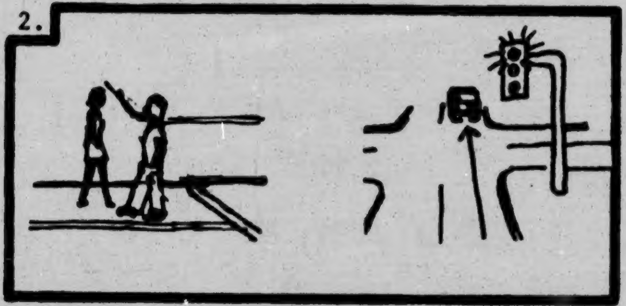
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

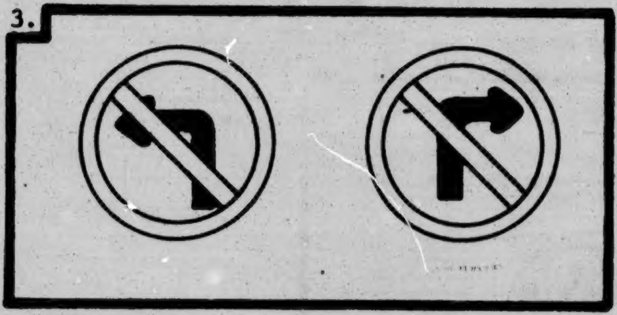
1.



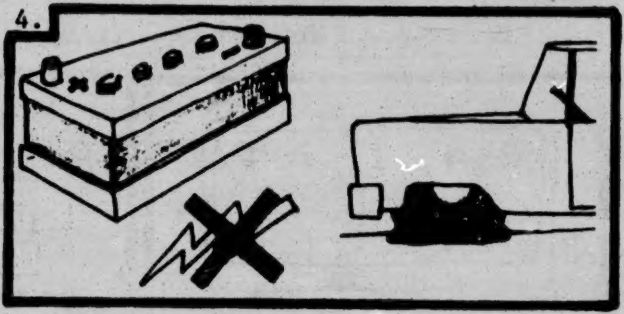
2.



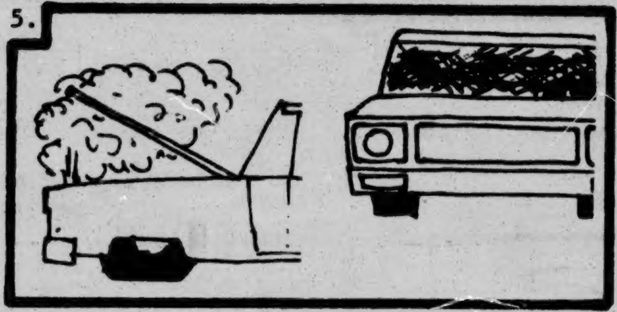
3.



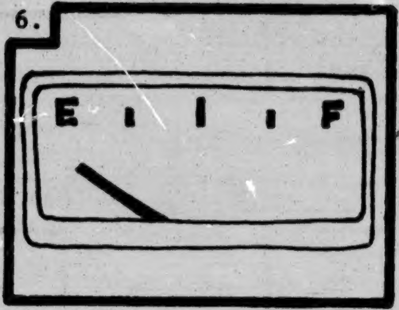
4.



5.



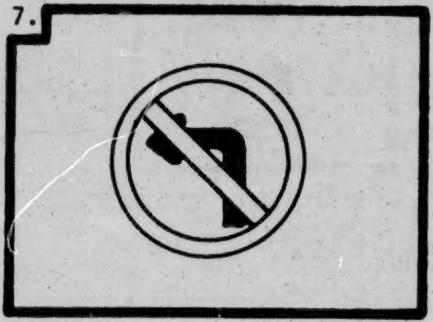
6.



Yes, he does.

No, he doesn't.

7.



Yes, she can.

No, she can't.

III. READING

Directions: Circle the correct answers.

1. ____________ she goes through yellow lights.
   - always
   - never
   - sometimes

2. This tire is flat. Please ____________ it
   - charge
   - change
   - clean

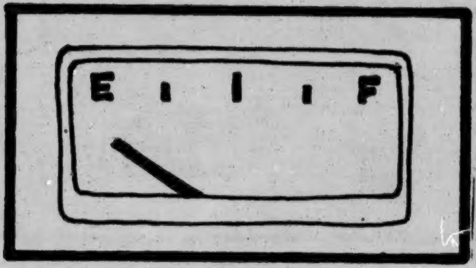
3. She can't make a right turn at a ______________ sign.
   - NO LEFT TURN
   - NO U TURN
   - NO RIGHT TURN

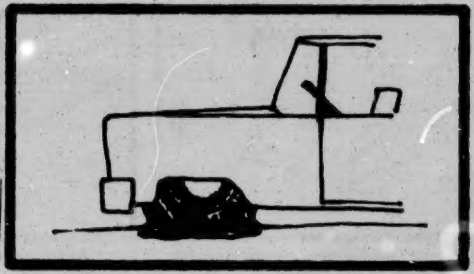
4. She always stops ________________
   - for green lights
   - for pedestrians
   - for trucks

- -

IV. WRITING

Directions: Write the questions or answers.





1. Can I help you?

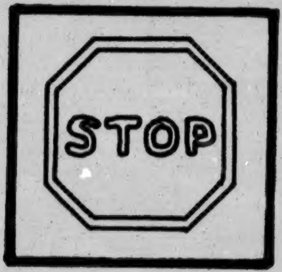
   Yes, ______________________

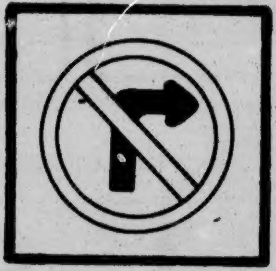
   Can you______________________

2. ______________________

   Yes, the tire is flat.

   Can you______________________





3. What did I do officer?

   ____

4. What did I do officer?

   ____

Sentences and
phrases to Copy

change it

fill it

charge it

the battery is dead.

the gas tank is empty.

You made a right turn.

Can I help you?

You didn't stop at
the stop sign.

Los Angeles Unified School District
Asian Project - ABE AP-2A3983

LESSON THIRTY-NINE - CHINESE SUPPLEMENT
SECTION I: Your License, Please
SECTION II: I Have a Flat Tire

LESSON THIRTY-NINE

SECTION I: YOUR LICENSE, PLEASE

第三十九課

第一節：請（讓我看）你的駕駛執照

OBJECTIVES

In this section you will learn to:

1. Discuss common traffic rules and traffic signs.
2. Talk to a traffic officer when he stops you.

學習目標　在這一節，你們要：

一. 學習談論一般的交通規則和交通符號。

二. 學習當交通警察叫你停車時，（怎樣）跟他談話。

LISTENING COMPREHENSION

Jane Drives Carefully

Jane always drives carefully. She stops for pedestrians, ambulances, and fire trucks. Sometimes Jane goes through a yellow light, but she never goes through a red light.

聽解

Jane 小心地駕駛

Jane 經常都很小心地駕駛。行人、救護車和消防車來她都停車。有的時候她會闖黃燈但她從來不會闖紅燈。

THE DIALOGUE

Jane was on her way home. She saw a red light in her mirror. It was a police car. She parked her car.

對話

在 Jane 回家的路上。她在鏡子上看見了紅燈。那是一輛警車。她停了車。

Officer:	Your license, please.	請(讓我看々)你的執照。
Jane:	What did I do, officer?	警察先生，我做錯了什麼？
Officer:	You didn't stop at the stop sign.	你在停車號之前，沒有停車。
Jane:	I thought I did.	我認為我停了。
Officer:	You need to make a complete stop.	你需要把車完全停下。
	Sign here.	(請)在這裡簽字。

EXTENSION CONVERSATION 引申對話

Maria Garcia turned left at a NO LEFT TURN sign. The traffic officer stopped her.	Maria Garcia 在一個有"不能左轉"符號的地方左轉了。交通警察叫她停車。

Officer:	You made a left turn. Did you see that sign?	你左轉了。你沒看見那個符號嗎？
Maria:	I'm sorry. I didn't see it.	對不起。我沒有看見。
Officer:	That's no excuse. Sign here.	那不是理由。~~在這~~裡簽字吧。

SECTION II: I HAVE A FLAT TIRE 第二節：我的輪胎扁了

OBJECTIVES 學習目標

In this section you will:	在這一節，你們要：
1. Practice pronunciation.	一、練習發音。
2. Learn to discuss some common car problems.	二、學習談論一些常見的汽車損壞情況。
3. Learn to ask for help with these problems.	三、學習找人幫忙修理。

THE DIALOGUE 對話

The gas tank is empty.	油箱空了。
Please fill it up.	請你加滿。
The battery is dead.	電池死火了。
Please charge it.	請你充電。
That tire is flat.	輪胎扁了。
Please change it.	請你換一換。
The radiator is boiling.	冷卻箱（水箱）太熱了。
Please cool it.	請你（幫我）弄冷它。
The windshield is dirty.	（擋風）玻璃髒了。
Please clean it.	請你擦乾淨。

Maria had car trouble on the freeway yesterday. An officer

Maria 的汽車昨天在高速公路上壞了。一位警察停下

stopped to help her.	幫她。
Officer: What's the trouble?	怎麼了？
Maria: I have a flat tire.	輪胎扁了。
Officer: Do you have a spare (tire)?	你有備胎嗎？
Maria: No, I don't.	沒有。
Officer: I'll call a tow truck for you.	我幫你叫拖車吧。

EXTENSION DIALOGUE 引申對話

S-1: Can I help you?	我能幫你(些什麼)嗎？
S-2: Yes, the battery is dead.	能的。電池死火了。
Can you charge it, please?	你能(幫我)充電嗎？
S-1: Sure.	没问題。

NOTES 應注意事項

1. Gas attendants in this country perform services other than filling the gasoline tank. No tip is necessary.	一、在美國汽油站的服務員，除了替人加油外，還會做其他的服務 不用另付小費。
2. The phrase "have to" means "must" in English.	二、"have to" 是 "must" (必需) 的意思。

Los Angeles Unified School District
Asian Project - ABE
AP-214083

LESSON FORTY - LESSON GUIDE
SECTION I: I'm Looking for a Part-time Job
SECTION II: Review

LESSON FORTY

OBJECTIVES

Listening Comprehension: Student will be able to listen to the lesson story and then retell it.

Listening and Speaking: Student will be able to:

1. Discuss full-time, part-time, temporary, and permanent jobs.
2. Participate in a simple job interview.
3. Discuss some jobs listed in the Help Wanted section of a newspaper.
4. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 36-39.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to:

1. Read simple Help Wanted ads in a newspaper.
2. Read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review:	What are you looking for?	I'm looking for a part-time/temporary job.
	Do you have any work experience?	Yes, I do/No, I don't. I was a secretary/housewife in my country. Go to Sam's Bakery.
	My battery is dead. Can you charge it?	Yes, I can/Sure. Please turn on the gas at 1097 Berkeley Street.
	When do you want to begin the service?	Next Wednesday. He lost his wallet. He's driving carefully. These shoes are too tight/They feel fine. This refrigerator is a good buy.

INSTRUCTIONAL AIDS

Drill pictures: P283 - Dialogue (I'm looking for a part-time job)

Also:
P 86 - a bedroom
P120 - a living room
P121 - a dining room
P249-252 - household appliances
P255-257 - shoes
P277-281 - car troubles

Transparencies: T158 - Dialogue (I'm looking for a part-time job)
T159 - a Help Wanted column

Also:
T133 - household appliances
T136 - a furnished/unfurnished apartment and furniture sets
T138 - shoes
T156 - car troubles

Student handouts: Student leaflet
Student evaluation form

Lesson Guides: Evaluation form

CULTURAL NOTES

1. Because of the language barrier, few Asian newcomers would go to employment agencies or check the ads in newspapers to find jobs. They usually rely on their friends to help them. Filipinos are exceptions.
2. The concept of a "part-time" job will be new to Chinese and Koreans. Jobs in these countries are generally full-time jobs.

SECTION I: I'M LOOKING FOR A PART-TIME JOB

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION I: I'M LOOKING FOR A PART-TIME JOB

OBJECTIVES

In this section you will learn to:

1. Talk about part-time, full-time, temporary, and permanent jobs.
2. Apply for a job at an employment agency
3. Look for a job in the Help Wanted section of a newspaper.

LISTENING COMPREHENSION

A. Read the story twice, at a normal pace.

B. Ask "yes-no" comprehension questions.

C. Ask information questions.

D. Have students repeat each line as you read it.

E. Call for volunteers to tell the story.

THE DIALOGUE

Preliminary Activity

Explain what the different kinds of jobs are and list them on the board.

LISTENING COMPREHENSION

The Fong Family

Albert and June Fong are from Taiwan. They came to the United States last year. They have three children--8, 10, and 12 years old.

Albert was an accountant in his country. He is an assistant bookkeeper in this country. Albert goes to an English class at night. He wants to learn English. He wants to be an accountant again.

THE DIALOGUE

Preliminary Activity

FULL-TIME

He works eight hours a day.

He has a full-time job.

PART-TIME

He works four hours a day.

He has a part-time job.

PERMANENT

She works all year.

She has a permanent job.

TEMPORARY

She works in the summer.

She has a temporary job.

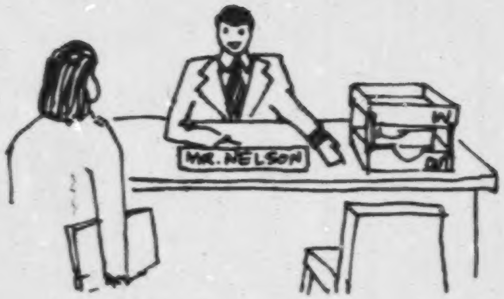
Presenting the Dialogue

A. Show P283 or T158 and set the scene.

B. Follow the usual procedure for presenting the dialogue.

C. Show dialogue on board or overhead for reading lesson.

[NOTE: Explain that employment agencies can be a help in finding a job. Warn the students that some of them charge a fee for this service.]



June Fong is at the employment office. Her children go to school every day, and she wants to get a job. She is talking to Bill Nelson.

June: I'm looking for a part-time job.

Bill: Do you have any work experience?

June: No, I don't. In my country I was a housewife.

Bill: Go to the Bamboo Restaurant. They're looking for a cashier.

PRACTICE

"I'm looking for a part-time job"

A. Substitution Drills

1. T: I'm looking for a part-time job.
   full-time job.
   temporary job.
   (etc.)

PRACTICE

2. T: They're looking for a cashier.
waiter
salesman
(etc.)

B. Answer Drill

T asks - Cl
Gr > answers
St

T: What are you looking for?

"What are you looking for?"

A. Substitution Drill

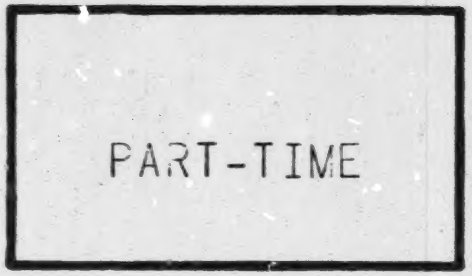
T: What are you looking for?
he
they
(etc.)

B. Question and Answer Drill

T gives verbal cues:

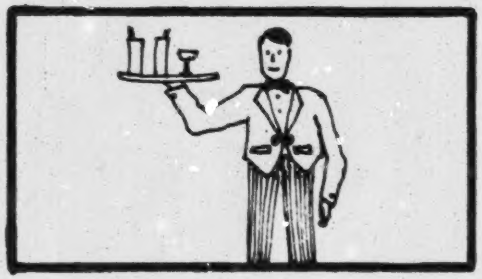
T
Gr > asks - Gr > answers
St St

"What are you looking for?"



1. S-1: What are you looking for?

S-2: I'm looking for a part-time job.



2. S-1: What are they looking for?

S-2: They're looking for a waiter.

MINI-DIALOGUES

List the names of some businesses on the board to use as cues.

T sets pattern and cues:

St asks - St answers

MINI-DIALOGUES

LOU'S
BAKERY

SAM'S
AUTO SALES

1. S-1: What are you looking for?
S-2: I'm looking for a part-time job.
S-1: Go to Lou's Bakery. They're looking for a saleslady.

2. S-1: What are you looking for?
S-2: I'm looking for a full-time job.
S-1: Go to Sam's Auto Sales. They're looking for a salesman.

- -

PRACTICE

"Do you have any work experience?"

A. Repetition Drill

T models - Cl repeats

T: Do you have any work experience?
Do you have any local experience?

B. Question and Answer Drill

T gives verbal cues:

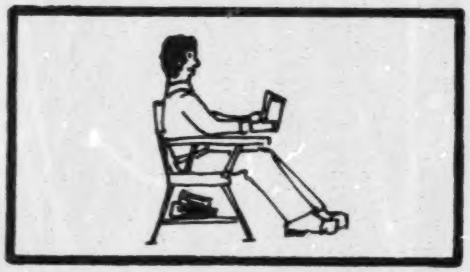
Cl ↘ / St → asks - Gr ↘ / St → answers

OPTIONAL ACTIVITY

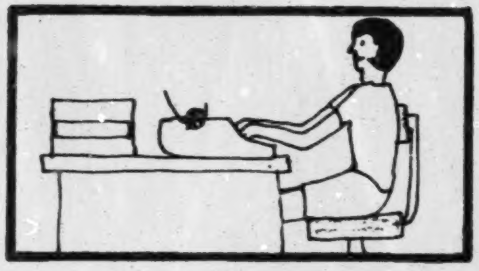
Have students ask each other about their work experience.

PRACTICE

"Do you have any work experience?"



1. S-1: Do you have any work experience?
S-2: No, I don't. I was a student in my country.



2. S-1: Do you have any work experience?
S-2: Yes, I do. I was a secretary in my country.

EXTENSION

[NOTE: Have students use their leaflets for this reading lesson if an overhead projector is not available.]

A. Have the class listen as you read through the ads.

B. Have the class read silently (T159 or student leaflet) as you read the ads again.

C. Have the class repeat as you read the ads.

D. Have the class answer comprehension questions about the ads.

[NOTES: Explain to students that:
1. The "Want Ads" are often useful in finding a job.
2. "Want Ads" are formally known as classified advertisements, and the "Help Wanted" section is sometimes called "Employment Opportunities."]

EXTENSION

HELP WANTED

COOKS, WAITERS, BUSBOYS for new restaurant. Call for interview. 670-3246.

DELIVERYMAN. For florist. Must have good driving record. 6 days. 385-8965.

OFFICE WORKER. Must type. Chinese or Spanish-speaking. Insurance agency. 934-9723.

SALESCLERK. Oriental gift shop. Must speak English. New Moon Gift Shop, 12 Bamboo Lane.

SERVICE STATION ATTENDANT. No experience necessary. Good worker. Part-time. Al's Service Station, 5700 Douglas Blvd.

READING

[NOTE: Distribute student leaflets if you have not already done so.]

Have students follow directions as noted in the student leaflet.

READING

A. Read the Listening Comprehension story on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on page 3.

D. Read the Practice exercises on page 3.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the answers to questions about the "Help Wanted" ads on page 3.

1. Where is the New Moon Gift Shop?

____

2. What kind of worker does the florist want?

____

3. What kinds of workers does the restaurant want?

____

4. Does the attendant for Al's Service Station need to have experience?

____

5. What does the worker for the insurance agency need to know?

____

B. Write questions and answers about the Listening Comprehension story on page 1.

1. How ______________________________

They have three children.

2. ______________________________

They are from Taiwan.

3. ______________________________

He was an accountant.

4. What is Albert in this country?

____

5. ______________________________

He wants to be an accountant.

SECTION II: REVIEW

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

A READING LESSON

A. Follow usual procedure for presenting a reading lesson.

B. Ask comprehension questions about the story.

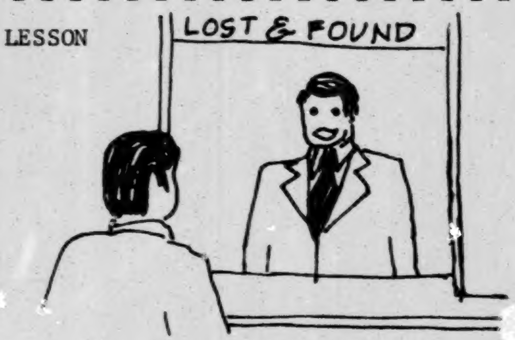
SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice conversations in the following situations: losing a wallet with identification cards, buying shoes and household appliances, discussing household utilities, taking care of car troubles, and reporting a robbery.

A READING LESSON



Sam's Wallet

Sam lost his wallet at a department store yesterday morning. All his identification cards were in his wallet. He went to the Lost and Found but his wallet wasn't there.

Sam went to the Social Security Office yesterday afternoon. He filled out an application form. They will send his duplicate card in a few weeks.

Now Sam is going to get a temporary driver's license. He's driving carefully. He doesn't want to get a ticket.

MINI-DIALOGUES

[NOTE: Use pictures from previous lessons as noted, for this review.]

"They're too tight"

T sets pattern and cues with P255-257 or T138:

T
Gr > asks - Gr > answers
St

Cl
St

"Please turn on the gas"

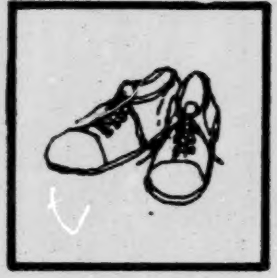
T sets pattern and gives verbal cues:

T
Gr > asks - Gr > answers
St

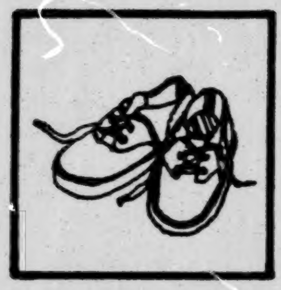
Cl
St

MINI-DIALOGUES

"They're too tight"

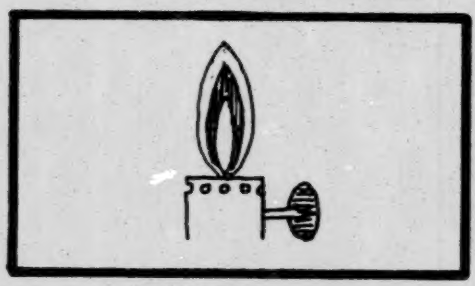


1. S-1: These are good work shoes.
   S-2: Yes, but they're too tight.
   S-1: All right. Try on this pair.
   S-2: They feel comfortable.

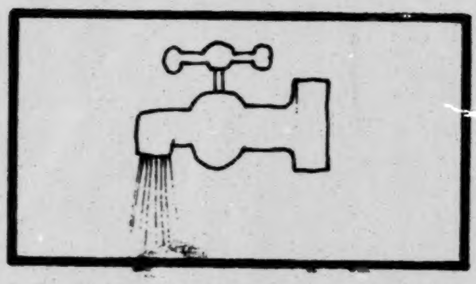


2. S-1: These are good tennis shoes.
   S-2: Yes, but they're too long.
   S-1: All right. Try on this pair.
   S-2: They feel comfortable.

"Please turn on the gas"



3. S-1: Gas Company.
   S-2: Please turn on the gas at 1097 Berkeley Street.
   S-1: When do you want to begin service?
   S-2: Next Wednesday.



4. S-1: Water Company.
   S-2: Please turn on the water at 417 Carson Avenue.
   S-1: When do you want to begin service?
   S-2: Next Thursday.

"My battery is dead"

T sets pattern and cues with P277-281 or T156:

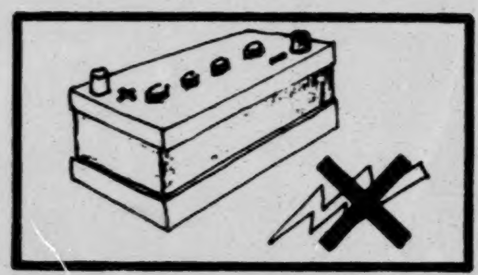
$\left.\begin{matrix}\text{T}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ asks - $\left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ answers

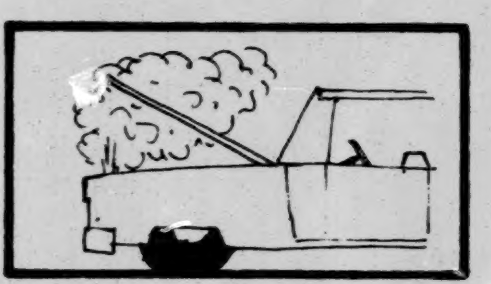
"This refrigerator's a good buy"

T sets pattern and cues with P86, P120-121, and P249-252 or T133 and 136:

$\left.\begin{matrix}\text{T}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ asks - $\left.\begin{matrix}\text{Cl}\\ \text{Gr}\\ \text{St}\end{matrix}\right\rangle$ answers

"My battery is dead"

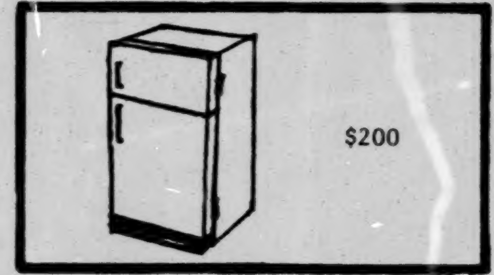




5. S-1: Can I help you?
   S-2: Yes, my battery is dead. Can you charge it?
   S-1: Sure.

6. S-1: Can I help you?
   S-2: Yes, my radiator is boiling. Can you cool it?
   S-1: Sure.

"This refrigerator's a good buy"



SALE!
7-pc. DINETTE SETS
$99 (reg. $139)
Easy Terms
CARTER'S FURNITURE
& APPLIANCE STORE

7. S-1: This refrigerator's a good buy.
   S-2: Yes, but I have a big family.
   S-1: OK. Here's a big refrigerator.
   S-2: Can I buy it on credit?
   S-1: Yes, you can.

8. S-1: This dinette set's a good buy.
   S-2: Yes, but I have five children.
   S-1: OK. Here's a big dinette set.
   S-2: Can I buy it on credit?
   S-1: Yes, you can.

READING

[NOTE: Have students reopen their leaflets at this time.]

A. Have students follow directions as noted in the student leaflet.

B. Follow the usual procedure for practicing reading.

C. Ask comprehension questions about the dialogue.

READING

A. Read the Mini-dialogues on pages 6 and 7.

B. Read the dialogue.

Telephone Voice: Police Department.
Ken Kono: Hello. A thief broke into my house.
Voice: What did he take?
Ken Kono: He took my TV set and my radio.
Voice: An officer will come to see you this afternoon.

- -

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write questions and answers about the reading lesson on pages 5 and 6.

1. When did Sam lose his wallet?

____

2. Where did Sam lose his wallet?

____

3. What did he have in his wallet?

____

4. Where ____________________________

He went to the Lost and Found Department.

5. Was his wallet there?

____

6. What did Sam do at the Social Security Office?

____

7. When ____________________________

In a few days.

8. What is Sam going to get now?

____

Los Angeles Unified School District
Asian Project - ABE
AP-214083

LESSON FORTY - STUDENT LEAFLET
SECTION I: I'm Looking for a Part-time Job
SECTION II: Review

LESSON FORTY

SECTION I: I'M LOOKING FOR A PART-TIME JOB

OBJECTIVES

In this section you will learn to:

1. Talk about part-time, full-time, temporary, and permanent jobs.
2. Apply for a job at an employment agency.
3. Look for a job in the Help Wanted section of a newspaper.

- -

LISTENING COMPREHENSION

The Fong Family

Albert and June Fong are from Taiwan. They came to the United States last year. They have three children--8, 10, and 12 years old.

Albert was an accountant in his country. He is an assistant bookkeeper in this country. Albert goes to an English class at night. He wants to learn English. He wants to be an accountant again.

- -

THE DIALOGUE

Preliminary Activity

FULL-TIME	PART-TIME
He works eight hours a day. He has a full-time job.	He works four hours a day. He has a part-time job.

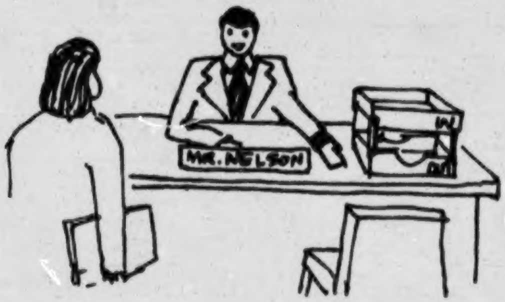
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

PERMANENT

She works all year.
She has a permanent job.

TEMPORARY

She works in the summer.
She has a temporary job.



June Fong is at the employment office. Her children go to school every day, and she wants to get a job. She is talking to Bill Nelson.

June: I'm looking for a part-time job.
Bill: Do you have any work experience?
June: No, I don't. In my country I was a housewife.
Bill: Go to the Bamboo Restaurant. They're looking for a cashier.

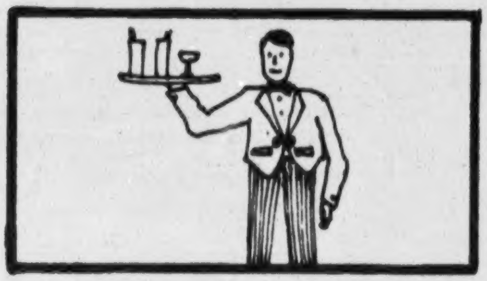
- -

PRACTICE

"What are you looking for?"

PART-TIME

1. S-1: What are you looking for?
   S-2: I'm looking for a part-time job.



2. S-1: What are they looking for?
   S-2: They're looking for a waiter.

MINI-DIALOGUES

LOU'S BAKERY

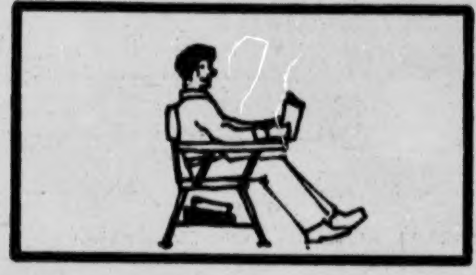
1. S-1: What are you looking for?
   S-2: I'm looking for a part-time job.
   S-1: Go to Lou's Bakery. They're looking for a saleslady.

SAM'S
AUTO SALES

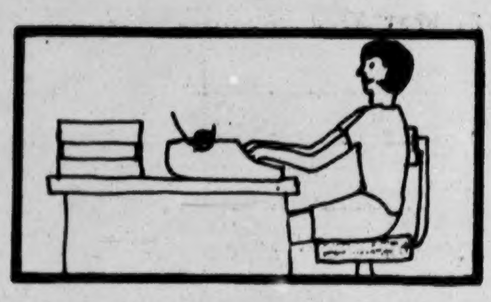
2. S-1: What are you looking for?
   S-2: I'm looking for a full-time job.
   S-1: Go to Sam's Auto Sales. They're looking for a salesman.

PRACTICE

"Do you have any work experience?"



1. S-1: Do you have any work experience?
   S-2: No, I don't. I was a student in my country.



2. S-1: Do you have any work experience?
   S-2: Yes, I do. I was a secretary in my country.

EXTENSION

HELP WANTED

COOKS, WAITERS, BUSBOYS for new restaurant. Call for interview. 670-3246.

DELIVERYMAN. For florist. Must have good driving record. 6 days. 385-8965.

OFFICER WORKER. Must type. Chinese or Spanish-speaking. Insurance agency. 934-9723.

SALESCLERK. Oriental gift shop. Must speak English. New Moon Gift Shop, 12 Bamboo Lane.

SERVICE STATION ATTENDANT. No experience necessary. Good worker. Part-time. Al's Service Station, 5700 Douglas Blvd.

READING

A. Read the Listening Comprehension story on page 1.

B. Read the Practice exercises on page 2.

C. Read the Mini-dialogues on page 3.

D. Read the Practice exercises on page 3.

- -

WRITING

A. Write the answers to the questions about the "Help Wanted" ads on page 3.

1. Where is the New Moon Gift Shop?

____

2. What kind of worker does the florist want?

____

3. What kinds of workers does the restaurant want?

____

4. Does the attendant for Al's Service Station need to have experience?

____

5. What does the worker for the insurance agency need to know?

____

B. Write the questions and answers about the Listening Comprehension story on page 1.

1. How ____

They have three children.

2. ____

They are from Taiwan.

3. ____

He was an accountant.

4. What is Albert in this country?

____

5. ____

He wants to be an accountant.

- -

SECTION II: REVIEW

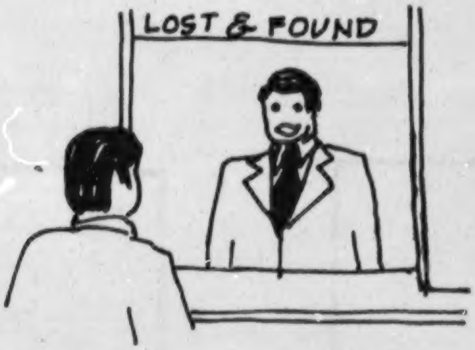
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice conversations in the following situations: losing a wallet with identification cards, buying shoes and household appliances, discussing household utilities, taking care of car troubles, and reporting a robbery.

- -

A READING LESSON



Sam's Wallet

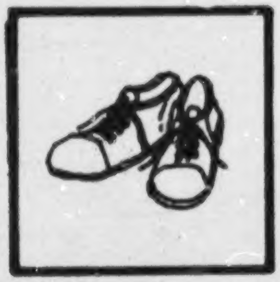
Sam lost his wallet at the department store yesterday morning. All his identification cards were in his wallet. He went to the Lost and Found but his wallet wasn't there.

Sam went to the Social Security Office yesterday afternoon. He filled out an application form. They will send his duplicate card in a few weeks.

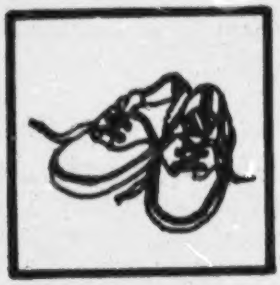
Now Sam is going to get a temporary driver's license. He's driving carefully. He doesn't want to get a ticket.

MINI-DIALOGUES

"They're too tight"

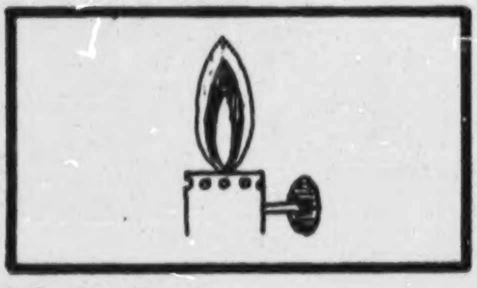


1. S-1: These are good work shoes.
   S-2: Yes, but they're too tight.
   S-1: All right. Try on this pair.
   S-2: They feel comfortable.

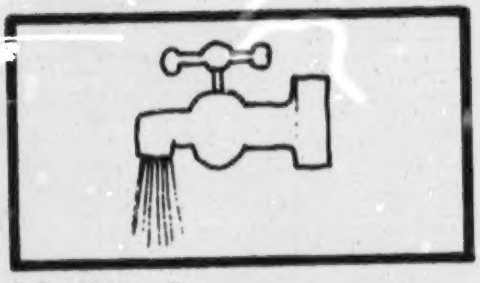


2. S-1: These are good tennis shoes.
   S-2: Yes, but they're too long.
   S-1: All right. Try on this pair.
   S-2: They feel comfortable.

"Please turn on the gas"

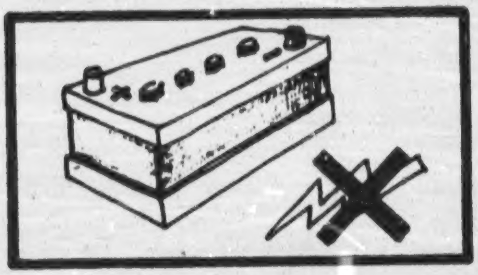


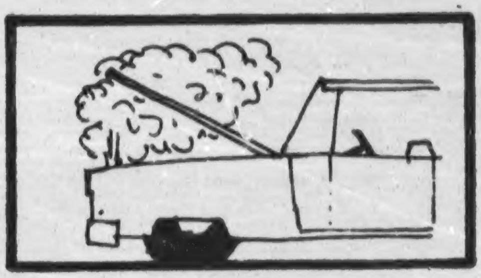
3. S-1: Gas Company.
   S-2: Please turn on the gas at 1097 Berkeley Street.
   S-1: When do you want to begin service?
   S-2: Next Wednesday.



4. S-1: Water Company.
   S-2: Please turn on the water at 417 Carson Avenue.
   S-1: When do you want to begin service?
   S-2: Next Thursday.

"My battery is dead"

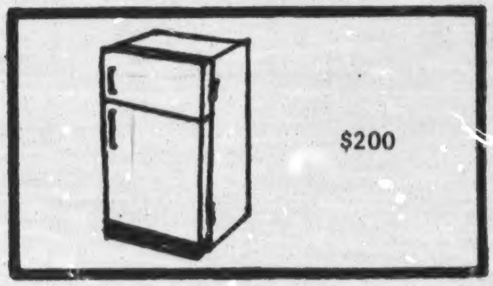




5. S-1: Can I help you?
S-2: Yes, my battery is dead. Can you charge it.
S-1: Sure.

6. S-1: Can I help you?
S-2: Yes, my radiator is boiling. Can you cool it?
S-1: Sure.

"This refrigerator's a good buy"



SALE!
7-pc. DINETTE SETS
$99 (reg. $139)
Easy Terms
CARTER'S FURNITURE
& APPLIANCE STORE

7. S-1: This refrigerator's a good buy.
S-2: Yes, but I have a big family.
S-1: OK. Here's a big refrigerator.
S-2: Can I buy it on credit?
S-1: Yes, you can.

8. S-1: This dinette set's a good buy.
S-2: Yes, but I have five children.
S-1: OK. Here's a big dinette set.
S-2: Can I buy it on credit?
S-1: Yes, you can.

- -

READING

A. Read the Mini-dialogues on pages 6 and 7.

B. Read the dialogue.

Telephone Voice: Police Department.
Ken Kono: Hello. A thief broke into my house.
Voice: What did he take?
Ken Kono: He took my TV set and my radio.
Voice: An officer will come to see you this afternoon.

WRITING

Write questions and answers about the reading lesson on pages 5 and 6.

1. When did Sam lose his wallet?

   ____

2. Where did Sam lose his wallet?

   ____

3. What did he have in his wallet?

   ____

4. Where ____

   He went to the Lost and Found Department.

5. Was his wallet there?

   ____

6. What did Sam do at the Social Security Office?

   ____

7. When ____

   In a few days.

8. What is Sam going to get now?

   ____

LESSON FORTY: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Use word cues and drill pictures of car problems and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Have students ask a question. (What are you looking for?)	1 2 3 4 5	1 2 3 4 5
2. Have students answer question #1. (I'm looking for a part-time job.)	1 2 3 4 5	1 2 3 4 5
3. Do you have any work experience? (Yes, I do/ No, I don't.)	1 2 3 4 5	1 2 3 4 5
4. Have students ask about car troubles. (What's wrong?)	1 2 3 4 5	1 2 3 4 5
5. Have students answer question #4. (My radiator is boiling.)	1 2 3 4 5	1 2 3 4 5

- -

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. I'm looking for a full-time job.
2. They're looking for a secretary.
3. He had work experience in his country.
4. These shoes are too tight.
5. This dinette set's a good buy.
6. Can you charge it?
7. Please send an ambulance.
8. A thief broke into my house.

- -

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

Los Angeles Unified School District
Asian Project - ABE AP-294083

LESSON 40: STUDENT LEAFLET
EVALUATION FORM

LESSON FORTY: STUDENT EVALUATION FORM

I. Oral Exercise

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

1.

FULL-TIME

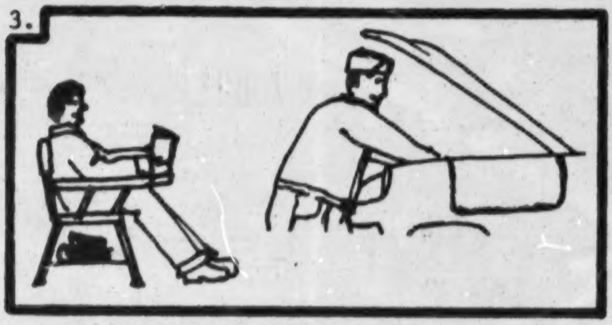
PART-TIME

2.

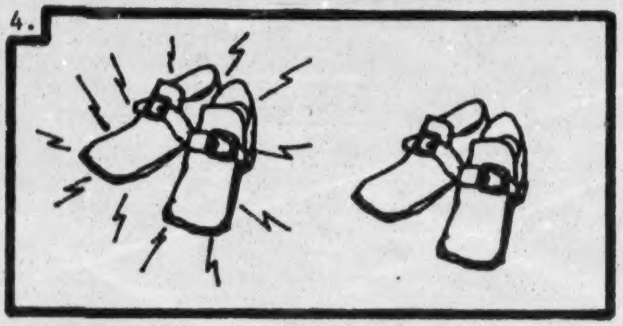
HELP WANTED
Secretary
12 Wood Lane

HELP WANTED
Cashier
Woo's Restaurant
934-9362

3.



4.

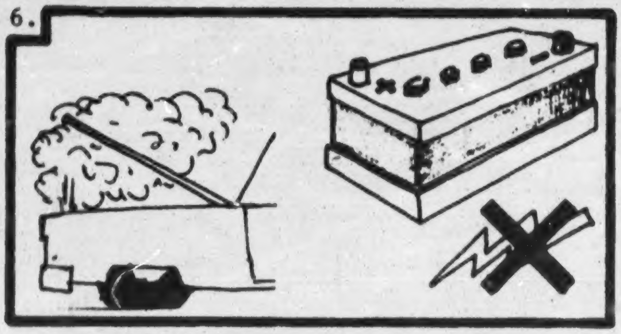


5.

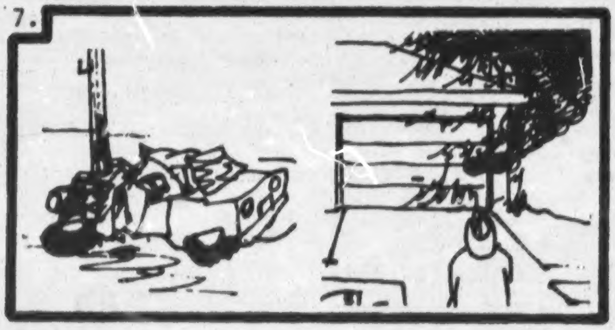
DINETTE SET
(Reg. $80)
$59

DINETTE SET
(Reg. $80)
$63

6.



7.



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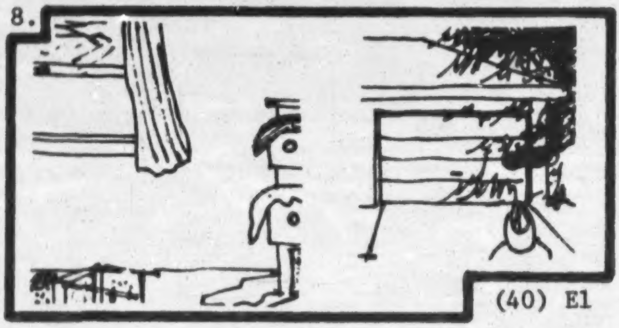

III. READING

Directions: Circle the correct answers.

1. He works eight hours a day all year. He has a ____________ job.

part-time
full-time
temporary

2. Can you turn ______ the gas for me?

in
on
at

3. My tire is flat. Can you ________________ for me?

charge it
change it
cool it

4. He lost his driver's license. He's going to get a ________________.

temporary license
permanent license
social security card

5. A thief broke into my house. Please call ______________________.

the police department
the fire department
an ambulance

- -

IV. WRITING

A. Directions: Write the questions or answers about the story.

June Fong got a part-time job at the Bamboo Restaurant. She works four hours a day. She's a cashier.

Yesterday, June lost her wallet. Her social security card and identification card were in her wallet. She went to the Social Security Office and filled out an application form. They'll send her a duplicate card in a few weeks.

1. What kind of job did June get at the Bamboo Restaurant?

2. What's her occupation?

3. How many hours a day does she work?

4. When ______________________________

She lost it yesterday.

5. What were in her wallet?

6. Where ______________________________

She went to the Social Security Office.

7. ______________________________ form?

Yes, she did.

8. When ______________________________ card?

In a few weeks.

B. Directions: Write the answers to the questions about the Help Wanted Ad.

> HELP WANTED
>
> SERVICE STATION ATTENDANT. No experience necessary.
> Good worker. Part-time. Al's Service Station.
> 5700 Douglas Blvd.

1. What are they looking for?

2. Is work experience necessary?

3. Is it a full-time job? ______________________________

4. ______________________________ job? Yes, it is.

5. What's the address?

Los Angeles Unified School District
Asian Project - ABE AP-2A4083

LESSON FORTY - CHINESE SUPPLEMENT
SECTION I: I'm Looking for a Part-time Job
SECTION II: Review

LESSON FORTY

第四十課

SECTION I: I'M LOOKING FOR A PART-TIME JOB

第一節：我正在找一個工作 半天的工作

OBJECTIVES

學習目標

In this section you will learn to:

在這一節裡，你們要學習：

1. Talk about part-time, full-time, temporary and permanent jobs.
2. Apply for a job at an employment office.
3. Look for jobs in the Help Wanted section of a newspaper.

一、談論半天的、全天的，暫時的和長久的工作。

二、到職業介紹所申請工作。

三、在報紙求才欄找工作。

LISTENING COMPREHENSION

聽解

The Fong Family

姓方的家庭

Albert and June Fong are from Taiwan. They came to the United States last year. They have three children - 8, 10 and 12 years old.

Albert 和 June Fong 是從台灣來的。他們去年來到美國。他們有三個小孩，一個八歲、一個十歲還有一個十二歲。

Albert was an accountant in his country. He is an assistant bookkeeper in this country. He wants to learn English. He wants to be an accountant again.	Albert 在他自己國家的時候是一個會計師。在這裡他是一個助理記帳員。他要學英文。他要成為一個會計師。

THE DIALOGUE

對話

June Fong is at the employment office. Her children go to school every day, and she wants to get a job. She is talking to Bill Nelson.	June Fong 在職業介結所。她的孩子每天上學。她要找一個工作。她在跟 Bill Nelson 談話。
June: I'm looking for a part-time job.	我想要找一個工作半天的事情。
Bill: Do you have any work experience?	你有工作經驗嗎？
June: No, I don't. In my country I was a housewife.	沒有。我在自己國家的時候是個家庭主婦。
Bill: Go to the Bamboo Restaurant. They're looking for a cashier.	到"竹園"餐館去吧。他們在找一個收錢的人。

EXTENSION (Sample)

引申(例)

HELP WANTED	求才
DELIVERYMAN. For Florist. Must have good driving record. 6 days. 385-8965.	送貨員。替花舖(工作)。必需有良好的駕駛記錄。工作六天。電話 385-8965。

SECTION II: REVIEW

OBJECTIVE

In this section, you will practice conversations in the following situations: losing a wallet with identification cards, buying shoes and household utilities, discussing household utilities, taking care of car troubles, and reporting a robbery.

第二節：複習

學習目標

在這一節裡，你們要練習下列情況的對話：
遺失有身份証明文件的皮包；
購買鞋子和家用電氣用具；
討論家用水電、煤氣等；
處理汽車小毛病以及
報告發生盜竊。

A READING LESSON

Sam's Wallet

Sam lost his wallet at a department store yesterday morning. All his identification cards were in his wallet. He went to the Lost and Found but his wallet wasn't there.

Sam went to the Social Security Office yesterday. He filled out an application form. They will send

閱讀課文

Sam 的錢包

Sam 昨天早上在百貨公司丢了他的錢包。他所有的身份証明文件都在裡面。他到遺失部去（找），但是他的錢包不在那裡。

Sam 昨天到社會保險局。他填了一份申請表。他們幾天以後會給他一份複製的。

his duplicate card in a few days.

Now Sam is going to get a temporary driver's license. He's driving carefully. He doesn't want to get a ticket.

現在 Sam 去(中請)一份臨時的駕駛執照。他正很小心地開車。他不想拿到"犯規通知"。

NOTES

應注意事項

1. In this country, one can easily find a job through an employment office or ads in newspapers. The following should be noted:

一、在美國可以從職業介紹所或報紙上的求才欄找工作。不過應注意下列數項：

   a. Some employment agencies charge a fee for this service.

甲、有的職業介紹所要收介紹費。

   b. "Want ads" are formally known as "Classified Ads."

乙、"Want ads"(求才欄)正式的名称是"Classified Ads"(分類欄)。

   c. "Help Wanted" is under classified ads and sometimes can can be called "Employment Opportunities."

丙、"Help Wanted"(求才)是屬於分類欄，有的時候又可寫成"Employment Opportunities"(工作機會)。

2. It is possible to work part-time in this country if one does not have time to work eight hours a day. Many students and housewives work part-time in the United States.

二、在美國如果一個人沒有時間每天工作八小時，他可以找工作半天的事。在這裡有很多學生和家庭主婦都工作半天。

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